Using backward design in an online teaching certificate course to encourage alignment of objectives and assessments.

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Clovis Community College
Our DE certification course

12 weeks regular semester / 5 weeks accelerated – fully online (even pre-Covid)

Faculty:
1. Build a course road map (weekly or units)
2. Create / revise formative and summative assessments
3. Build interactive activities
4. Build / revise course content
5. Submit a final video

Contact Tracy Stuntz (tracy.stuntz@cloviscollege.edu) for questions.
Register using this link: Online Training Registration
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At the end of the course, faculty are required to submit a video tour of their course shell that shows:

• Course built into Modules. Each module includes overview page with:
  • Overview of week
  • Unit-level objectives

• Start Here module with course policies, technology help, and student resources (this is provided for faculty)

• Two fully-built content modules (overview page, content page(s), assessment(s), interactive activity, recap page)
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Faculty are also asked to show an understanding of the CVC-OEI course design rubric. The rubric is introduced at the beginning of the course, and then included in relevant pages / assignments.

An example:
• A1: Objectives are consistently placed and easy to locate in each module.
• A2: Objectives consistently include demonstrable learning outcomes.
Faculty and objectives

1. Starts with showing where to find student learning outcomes and course outline report.

2. What SLOs mean and how to break them into unit-objectives

3. How to write / measure objectives
Faculty and objectives

The course road map activity is one of the most difficult of our online certification course.

See example on right.

As a bonus, faculty get their road maps built into a course in Canvas.

Course Road Map History 20 (Four Week Session—Summer 2020)

1. Section 1: Course Introduction and Early Complex Societies (Week 1)
   a. Overview: This week will begin with an overview of the course, student expectations, and strategies for success. Students will explore the characteristics of the first human civilizations, especially the roles of organized agriculture, geography, and new technologies in bringing people together. We will focus on early societies in Mesopotamia, Africa, Asia, the Americas, and Oceania. Our introduction to primary source readings will provide an opportunity for students to discuss Sunzi’s philosophy regarding war and the reciprocal relationship between times of turmoil and notable cultural achievements.
   b. Objectives:
      - Students will be able to describe the basic components of civilization.
      - Students will be able to identify the main arguments in a documentary film as a secondary source.
      - Students will be able to summarize and compare primary source documents.

2. Section 2: Classical Societies (Week 2)
   a. Overview: We will compare the historical processes that marked a transition from early complex societies to classical societies. Students will examine the rise and fall of empires in Persia, China, India, and the Mediterranean. Building on previous practice that taught us to ask questions about primary sources, students will write a primary source analysis that highlights the role of women or the foundation of political systems in the classical period.
   b. Objectives:
      - Students will be able to synthesize primary source documents to demonstrate their ability to compare multiple historical sources.
Section A3 - Assessments aligned with unit and course objectives.

In an in-person training, a worksheet would be used to identify what the objective(s) for the unit are, and **how the faculty will know when that objective has been completed**. Thinking in that sense helps faculty align their assessments.

Copy the worksheet here: [Backward Design Worksheet - Google Docs](https://docs.google.com/document/d/...)

This is mimicked in a discussion board in the online certification course.