



BACKWARD DESIGN FOR STUDENT AFFAIRS PRACTICE

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Outcomes

- Participants will be able to:
 - *Describe the concept of backward design;*
 - *Identify desired **results** for an aspect of their student affairs work;*
 - *Determine **acceptable evidence** of knowledge, skills, and abilities for those desired results;*
 - *Identify **strategies and experiences** that promote those knowledges, skills, and abilities.*

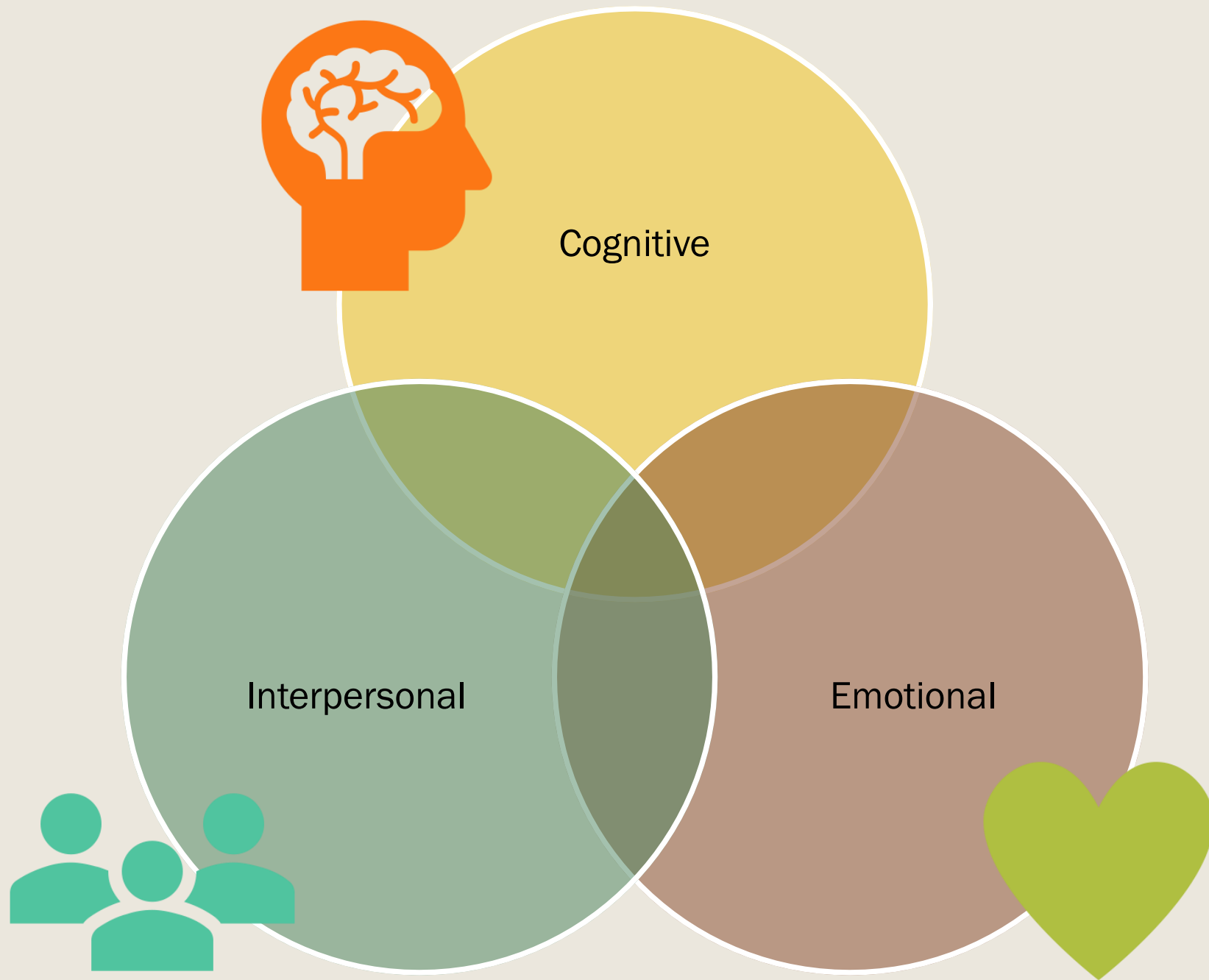


STARTING
PLACE:
LEARNING

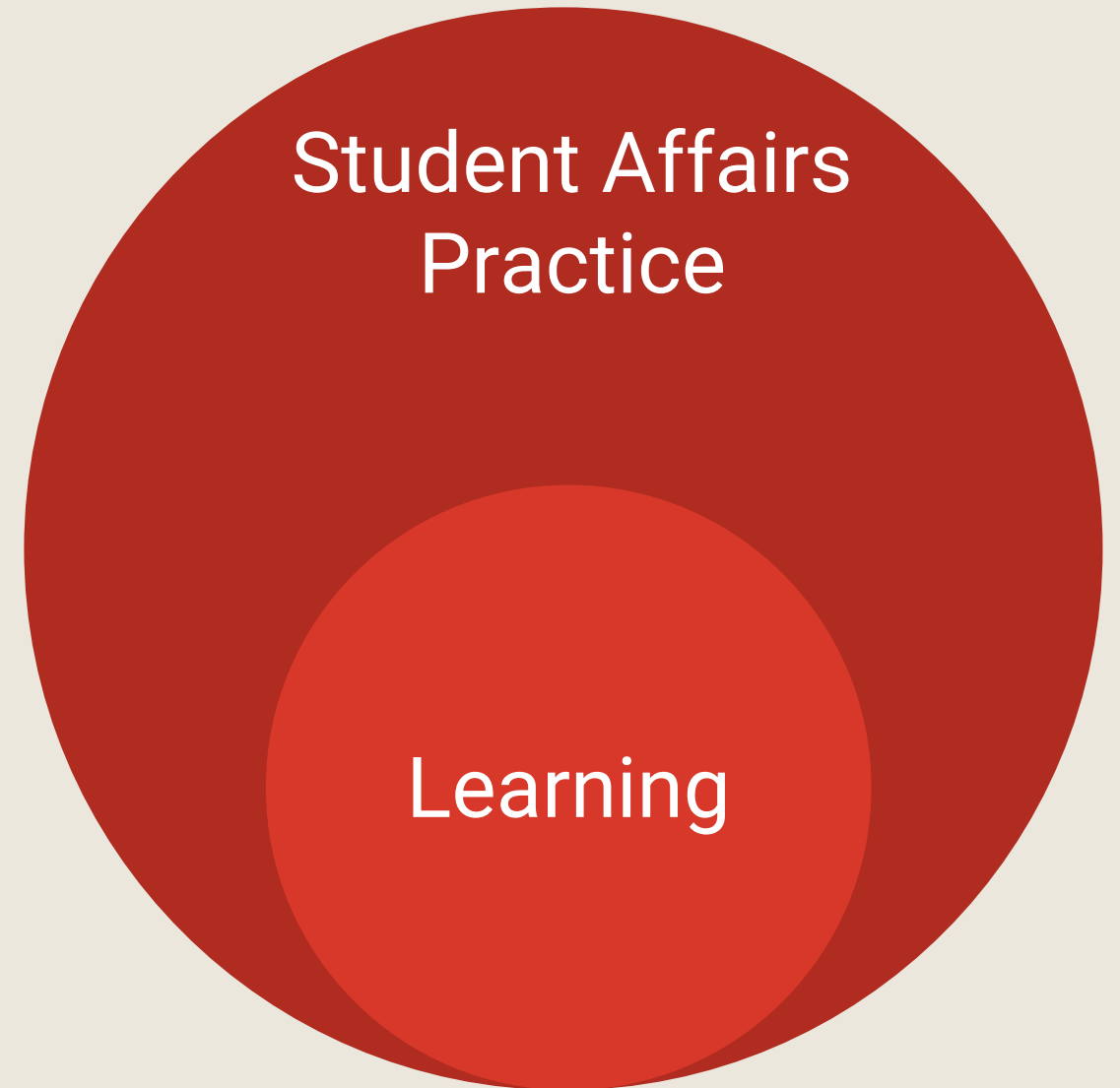
What is Learning?

“A comprehensive, holistic, transformative activity that integrates academic learning and student development.”

Learning Reconsidered, 2004



Learning-Centered Practice



Backward Design is an instructional design concept made popular by Wiggins & McTighe (1998).

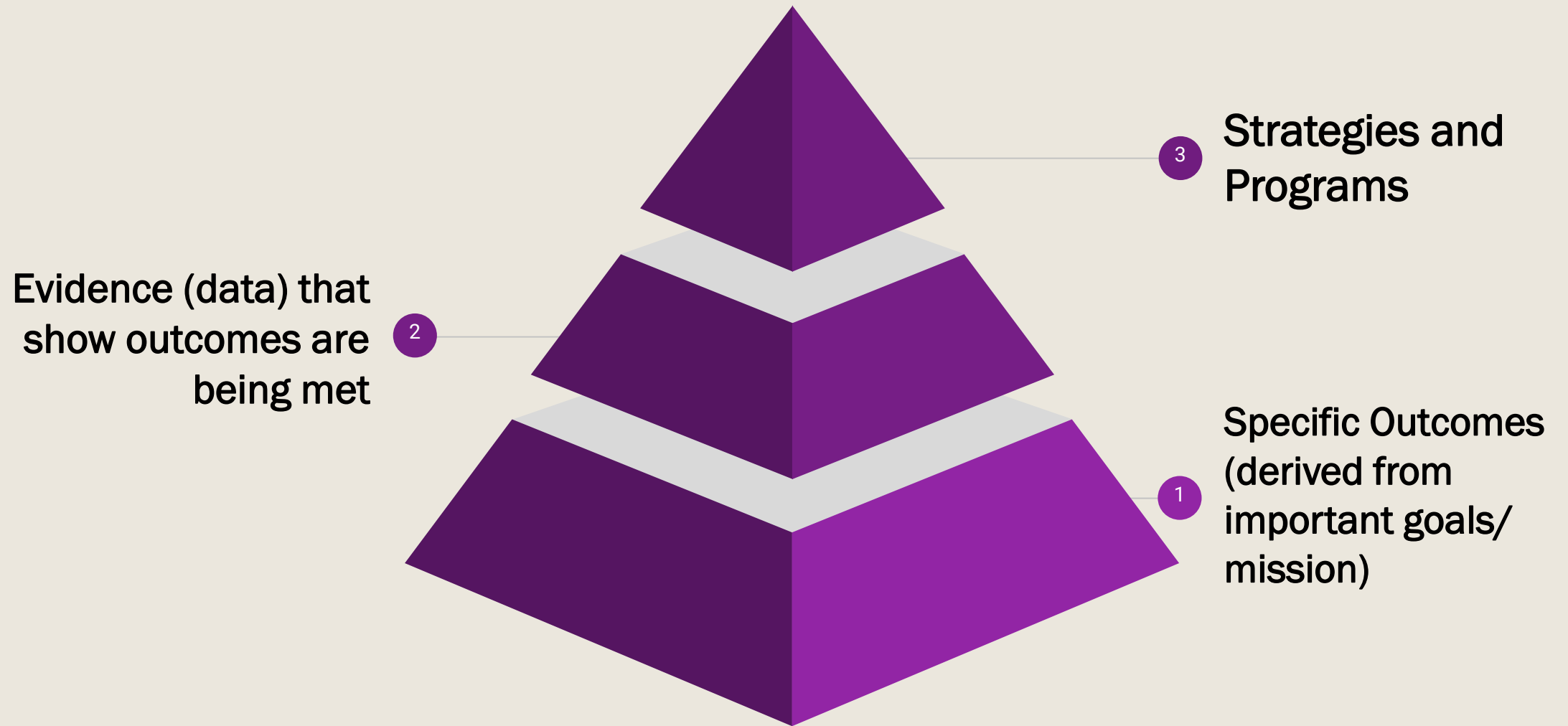
“Why do we describe the most effective curricular designs as ‘backward’? We do so because many teachers *begin* with textbooks, favored lessons, and time-honored activities rather than deriving these tools from targeted goals or standards. We are advocating the reverse: One starts with the end—the desired results (goals or standards)—and then derives the curriculum from the evidence of learning called for by the standard and the teaching needed to equip the students to perform” (p. 1).

What is Backward Design?

Applied to Student Affairs...

- What "time-honored" activities or favored materials do we begin with?

Backward Design



Backward Design: Outcome to Practice



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(Learning Reconsidered 2, pp. 26-27)

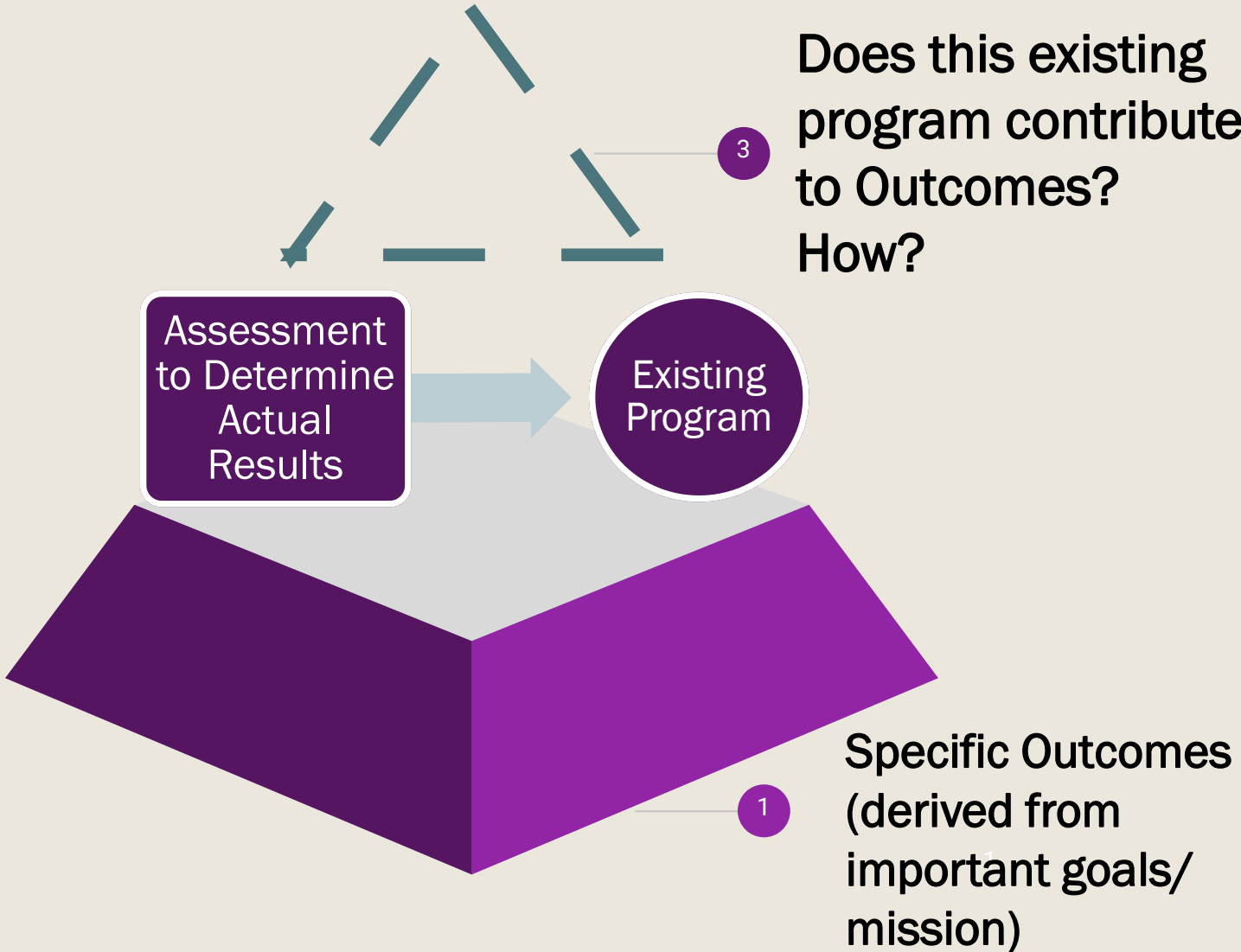
“Traditional” Design: Practice to Outcome



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(Learning Reconsidered 2, pp. 26-27)

Practice to Outcome

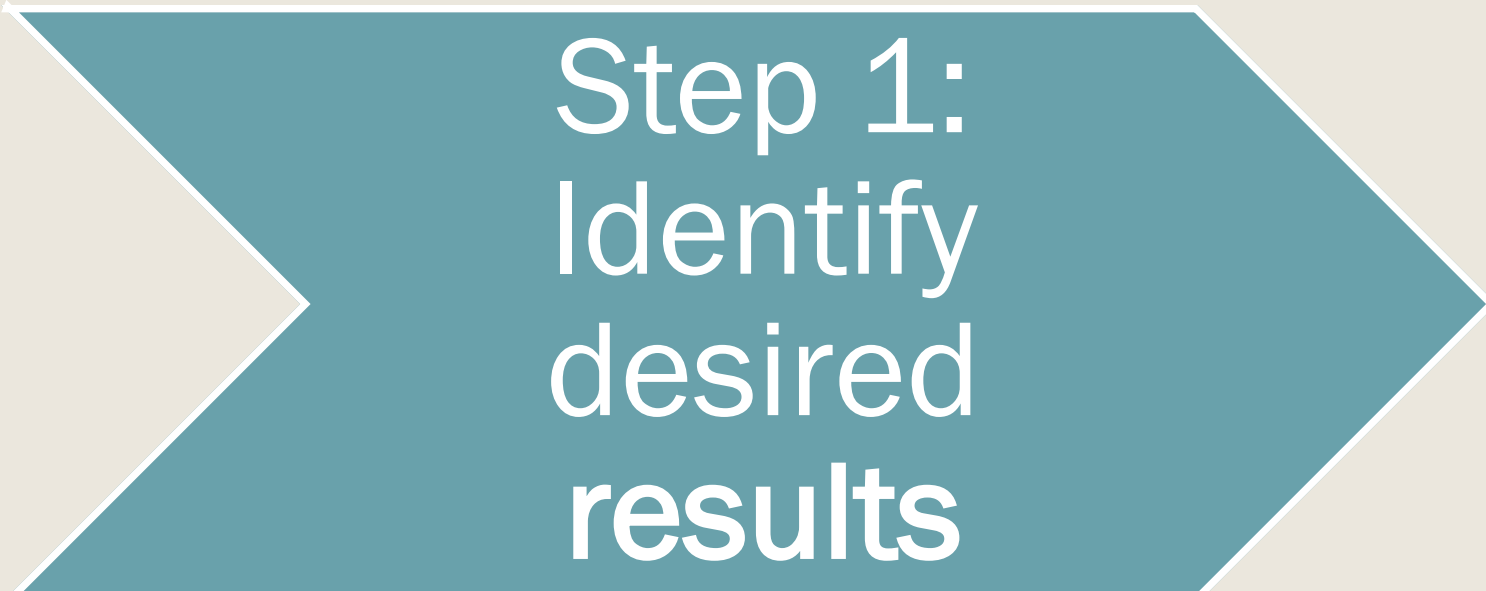


Trajectory of Backward Design





LET'S
PRACTICE!



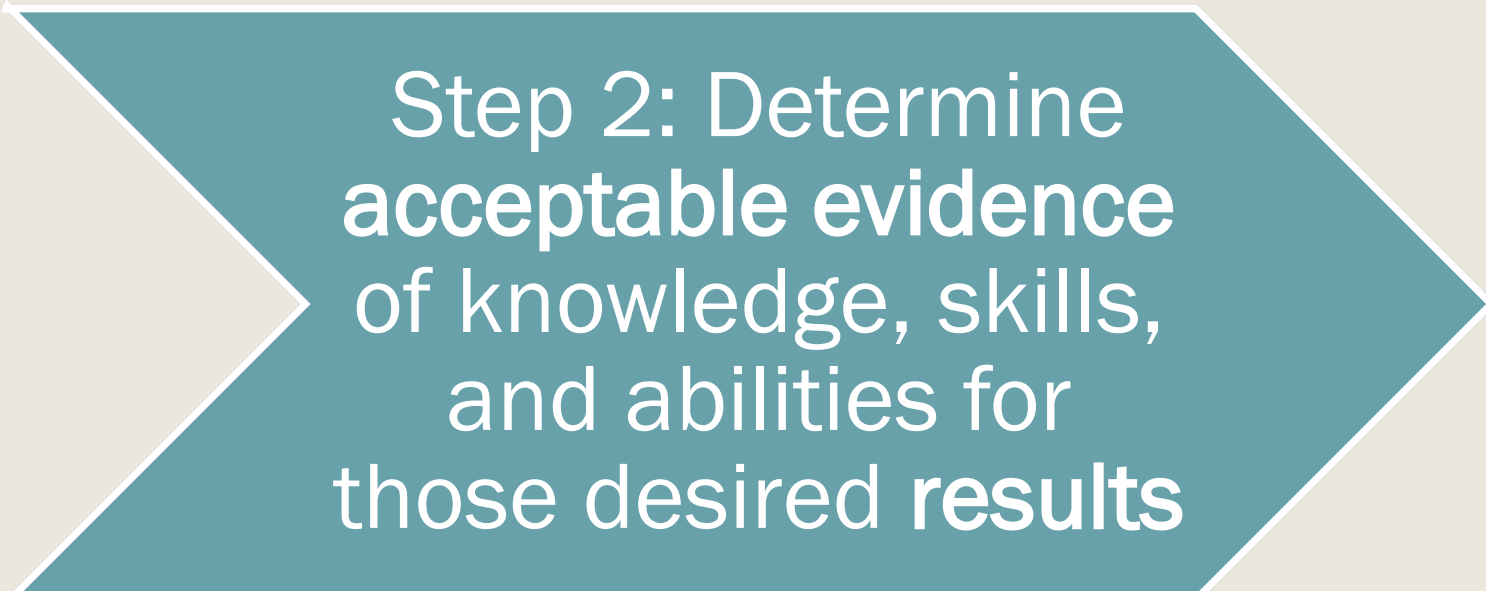
Step 1:
Identify
desired
results



Outcomes

Outcomes Formula

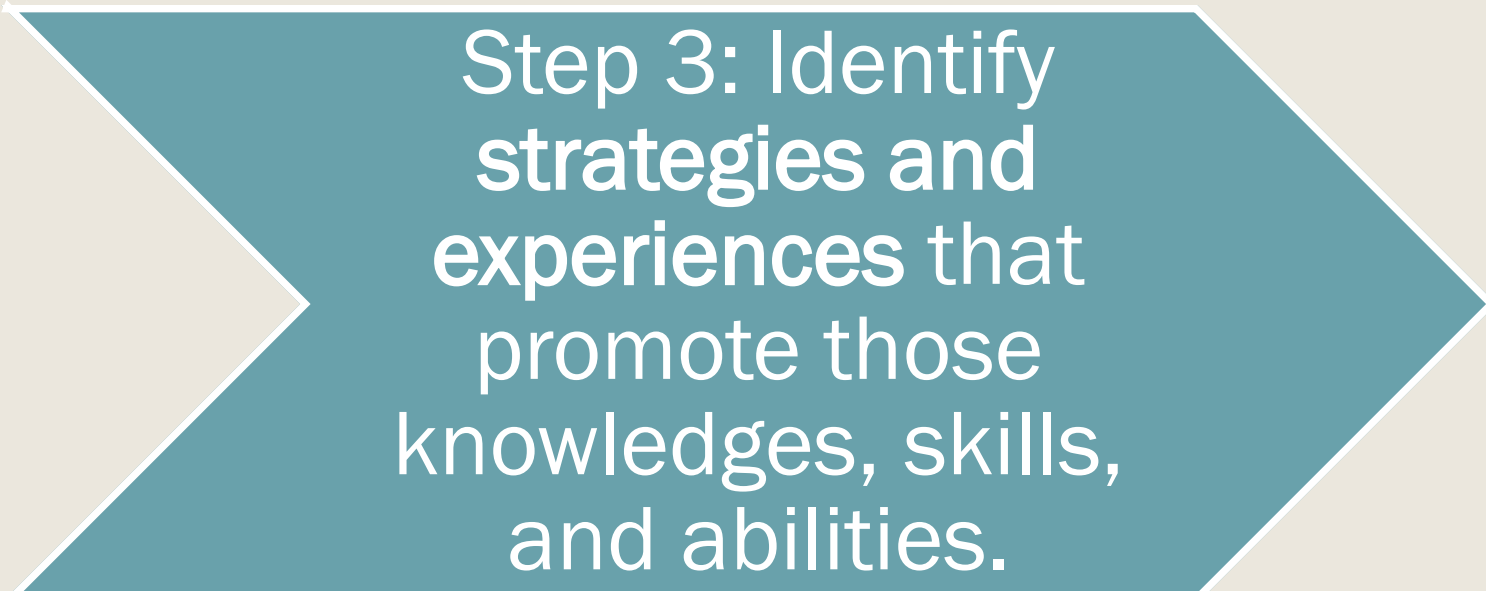
- After completing (program or intervention) learners will (measurable verb) (expected knowledge, skills, or ability).



Step 2: Determine
acceptable evidence
of knowledge, skills,
and abilities for
those desired **results**



**Assessment
Data**



Step 3: Identify
**strategies and
experiences** that
promote those
knowledges, skills,
and abilities.



Strategies



SHARING &
DISCUSSION

References & Resources

- Keeling, R. P. (Ed.). (2004). *Learning Reconsidered: A Campus-Wide Focus on the Student Experience*. Washington, D.C.: National Association of Student Personnel Administrators and ACPA.
- Keeling, R. P. (Ed.). (2006). *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience*. Washington, D.C.: ACPA, The Association of College and University Housing Officers International, Association of College Unions International, National Academic Advising Association, National Association for Campus Activities, National Association of Student Personnel Administrators, National Intramural-Recreational Sports Association.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. ASCD.