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
Cognitive

Emotional

Interpersonal
Learning-Centered Practice

Student Affairs Practice

Learning

“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).
Applied to Student Affairs...

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

1. Specific Outcomes (derived from important goals/mission)
2. Evidence (data) that show outcomes are being met
3. Strategies and Programs
Backward Design: Outcome to Practice

(Learning Reconsidered 2, pp. 26-27)
“Traditional” Design: Practice to Outcome

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(Learning Reconsidered 2, pp. 26-27)
Practice to Outcome

1. Specific Outcomes (derived from important goals/mission)

2. Does this existing program contribute to Outcomes? How?

3. Assessment to Determine Actual Results

Existing Program

Specific Outcomes (derived from important goals/mission)
Trajectory of Backward Design

Step 1: Identify desired results

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

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

Outcomes

Assessment Data

Strategies
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.
Step 3: Identify strategies and experiences that promote those knowledges, skills, and abilities.
SHARING & DISCUSSION
References & Resources

