

QUICK GUIDE TO COURSE DESIGN

You'll hear lots of terms that pertain to designing a course. While the names, terminology, and models may differ in some respects, there are some shared principles and concepts relevant to constructing your courses at Queens, summarized here as "Backwards Design."

Two Contrasting Approaches to Creating a Course

Steps	Typical Approach	Backwards Design
1	Choose textbook/readings	Analyze your learners and the context of learning
2	Divide text(s) up among the course weeks	What do you want learners to be able to do at the end of the course?
3	Make/update the syllabus	How will you know that they can do it? What is an accurate "test"?
4	Make each class session 1 by 1	What skills do they need to gain to do it?
5	Make each exam 1 by 1	What activities will help them build those skills?
6	Curve/assign extra credit when results are not what you hoped	What is the appropriate order of building those skills?
7	Repeat	What resources are needed to help them build those skills?

Step 2

FIGURE 2.1. TAXONOMY OF SIGNIFICANT LEARNING.



From Dee Fink, *Creating Significant Learning Experiences*

Step 7

