

# Begin at the End! Implementing Backward Design



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# Using the TILT Framework to Enhance Library Instruction Design

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Transparency in Learning and Teaching in Higher Education Project ([tilthighered.com](http://tilthighered.com))

Transparency is key to helping address challenges faced by students:

- Unclear about expectations
- Don't see the value of an activity or assignment
- Lack good examples to follow/model
- Lack confidence



Association of American Colleges and Universities (AAC&U) partnered with TILT to investigate ways to:

- Enhance student success
- Provide equitable opportunities for students from all backgrounds

Effort developed:

- “...a simple, replicable teaching intervention that demonstrably enhances students’ success.”\*
- Concrete tool that promotes transparency in assignment design and purpose

\*[https://onlinelearningconsortium.org/wp-content/uploads/2016/05/OLC-Handout-June-10-2016\\_winkelmes.pdf](https://onlinelearningconsortium.org/wp-content/uploads/2016/05/OLC-Handout-June-10-2016_winkelmes.pdf)

## **The TILT Framework**

TILT's Template <https://tilthighered.com/assets/pdffiles/faculty.pdf>

Purpose: the learning objectives of the assignment

Skills: transferable skills/Bloom's taxonomy

Knowledge: discipline-related content

Task: the activity to complete

Criteria: the guidelines/rules for successful completion

Sample Library Research Assignment Before and After

<https://tilthighered.com/assets/pdffiles/Example F.pdf>

## Our Version

### What is Your Information Privacy Comfort Level?

**BACKGROUND:** Of all the issues involved in ethical information creation and use, privacy arguably has the greatest impact on our day-to-day lives. With the development and growth of the internet and other technologies, the individual's right to personal data privacy is increasingly challenged. What information are you willing to share – with other individuals, with businesses, with the government? Once shared, how should those parties treat your information?

**PURPOSE:** This assignment asks you to think deeply about and discuss information privacy and the ways in which we all make compromises between keeping our personal data private and sharing our information in order to receive services.

**SKILLS:** This assignment will require you to assess and reflect upon your level of comfort with a range of privacy concerns and form and express your opinion in an academic discussion.

**KNOWLEDGE:** A deeper understanding of your personal perception of the importance and value of privacy will help to shape your future behavior as a consumer and producer of information, especially online.

**TASK:** For this discussion you will read three short articles that examine the many ways in which the airline industry gathers and uses passengers' personal information beyond just providing transportation. You'll then take an online survey to gather your reactions to the various practices described. Finally, you'll discuss your reactions and reflections.

### STEP 1: Consider the Issue

Before you read the articles, give some thought to the following questions to see where you stand on the issue of information privacy:



## TILT Framework Benefits

### For Us

- Clear Goals
- Clear Instructions
- Minimize Assumptions
- Keep Focused
- Encourage Scaffolding

### For Students

- Why?
- Clear Expectations
- Minimize Mind-Reading
- Bite Size Pieces
- Path to Success

# Scaling Back: Applying design across multiple campuses

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# The Challenges

- 1) Unify previous siloed instruction efforts
- 2) Increase effectiveness of instruction
- 3) Create clearer connections between student learning and information literacy learning outcomes



# Backward Design

Identify desired results.

What should the students know?



Determine acceptable evidence.

How will they show they know?

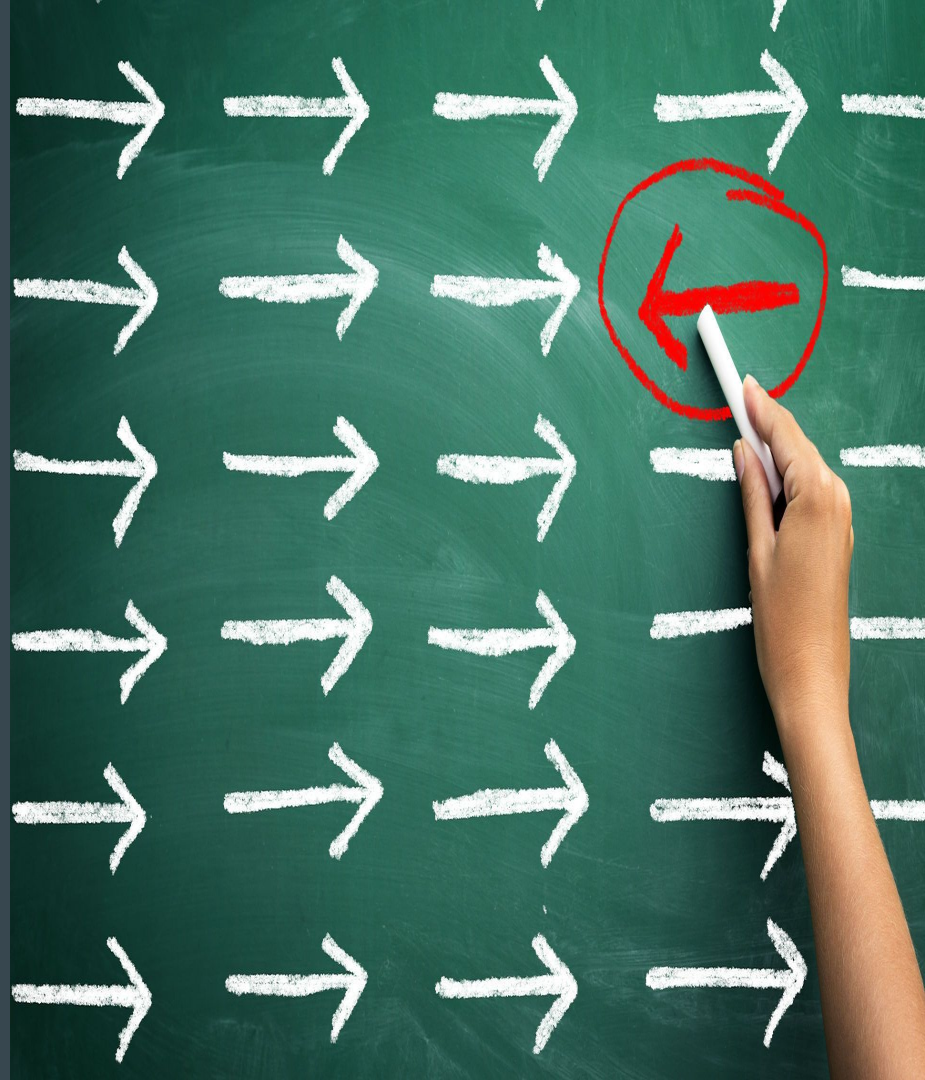


Plan learning experiences and instruction.

How will they learn?

# Why Work Backwards?

- 1) Focused effort
- 2) Increase effectiveness of instruction
- 3) Sets clearer learning expectations
- 4) Learner-focused instruction



# Working Backwards

## TARGET

English 1101

- Core course = highest number of students reached
- Introduction to research
- Research assignment all required the following IL skills:
  - Identify information need
  - Develop search strategy
  - Locate relevant research sources

## OBJECTIVE

Students will know:

- How to develop a focused research topic
- Determine effective search terms
- Select and use relevant search tools

# Scaling the Lesson

- Standardized lesson plan that can be adapted to librarians teaching style
- Learning outcomes and goals clearly stated
- Instruction is scaffolded using instructor guided activity
- Consistent assessment artifact to determine student understanding

Name:

## Research Map Handout

TOPIC:

Who	
What	
When	
Where	
Why	

Focused Research Idea:

Search Terms:

Recommended Information Resources

\_\_ Discover

\_\_ News and Newspaper

\_\_ Opposing Viewpoints

\_\_ Google

\_\_ Blooms Literary Sources

\_\_ CINAHL

	Exemplary (5 pts)	Average (3 pts)	Poor (0 pts)
Exploration	Detailed evidence of exploration that supports a complete research idea (When or Where may be exempt if unrelated to topic).	Some evidence of exploration – partial completion (When or Where may be exempt if unrelated to topic).	No responses or unrelated content provided.
Topic Development	Develops a specific well-defined research idea that articulates the information need as related to the assignment (or approved by instructor).	Identifies a research idea, but may be too broad or not concrete in scope or undefined for the assignment, and needs to be developed further.	Research idea is too broad and does not effectively articulate the information need. OR No research idea provided.
Search Terms	Constructs and implements effectively-designed search strategies by identifying key concepts, along with similar and related search terms.	Identifies only key concepts, but no related or similar search terms.	No search terms are identified.

Research map activity address tier one understanding of the following learning outcomes:

- 1.The learner will be able to develop a research question (identify information need)
2. The learner will be able to identify tools and materials that are both relevant to information need and appropriate for academic research
- 3.The learner will be able to formulate effective search strategies.

# Using Backwards Design concepts for Displays & Programs

Dawn (Nikki) Cannon-Rech, Georgia Southern University

- Often treated as promotional
- Requires a shift to consider displays/Programs as extension of instruction
- Start from Learning Outcomes
- What will/can students do to explore desired outcomes?
- How will you assess?

# Using Backwards Design concepts for Displays & Programs

SLO: Students will be able to properly cite their sources using the appropriate style guide for their assignment.

Frame: Information Has Value

Handouts:

200 APA

54 Chicago

75 MLA

29 ASA



# Using Backwards Design concepts for Displays & Programs

SLO: Students will process and evaluate provided information (trash pile) and infer responses to the four provided question prompts on household demographics.

Frames:

Research as Inquiry

Information Creation as Process





# Using Backwards Design concepts for Displays & Programs

Anthropology Class was required to visit and participate.

Library Provided Attendance Verification

Also open for additional participation.

Garbology Spring 2019 Questions	Yes	No	Maybe	Total#
1. This is a lower income household?	13	42		55
2. This is a household with at least one adult and at least one pet?	67	1		68
3. There are small children in the household?	14	47	2	63
4. There is evidence for healthy eating habits?	43	8		51
Total # of Responses:	137	98	2	237

## Official Household Profile

Single family household with 2 adults, no children, but a couple of house pets (cats and rabbit).

Overall, there is evidence for health conscious eating habits (fresh fruit and other whole foods, and limited ingredient foods). One of the adults is diabetic ,evidenced by the consumption of foods with no added sugar (e.g. unsweetened applesauce), as well as limited consumption of heavy carbs (bread, pasta, rice, potatoes). Middle class income level.

# Using Backwards Design concepts for Displays & Programs



SLO: Students will understand that information can be represented in different formats for different groups.



Frames: Information Has Value  
Information is Constructed and  
Contextual

# Librarian Assessment and Portfolios



## Our Program

### Reflection Portfolios (5 Parts)

1. Librarian Teaching Philosophy
2. Reflective Journal Entries
3. Peer-Review
4. Assessment

Faculty Feedback

Student (Classroom )Feedback

Student (Consult) Feedback

Instructional Data

5. Sample Lesson Plans (Using Backward Design)

# Implementation

Librarian Toolkit: <http://libguides.gcsu.edu/Toolkit>

Example Portfolio:

<http://libguides.gcsu.edu/ReflectionTemplate>

# Hurdles



- Getting Buy-in From the Team
- Organization – Info. Overload
- Time Management
- Changing Behaviors
- Trust

# Mini Victories



- Improved Assessment  
New Types  
Automated
- Improved Teaching
- Increased Accountability
- Clearer Responsibilities