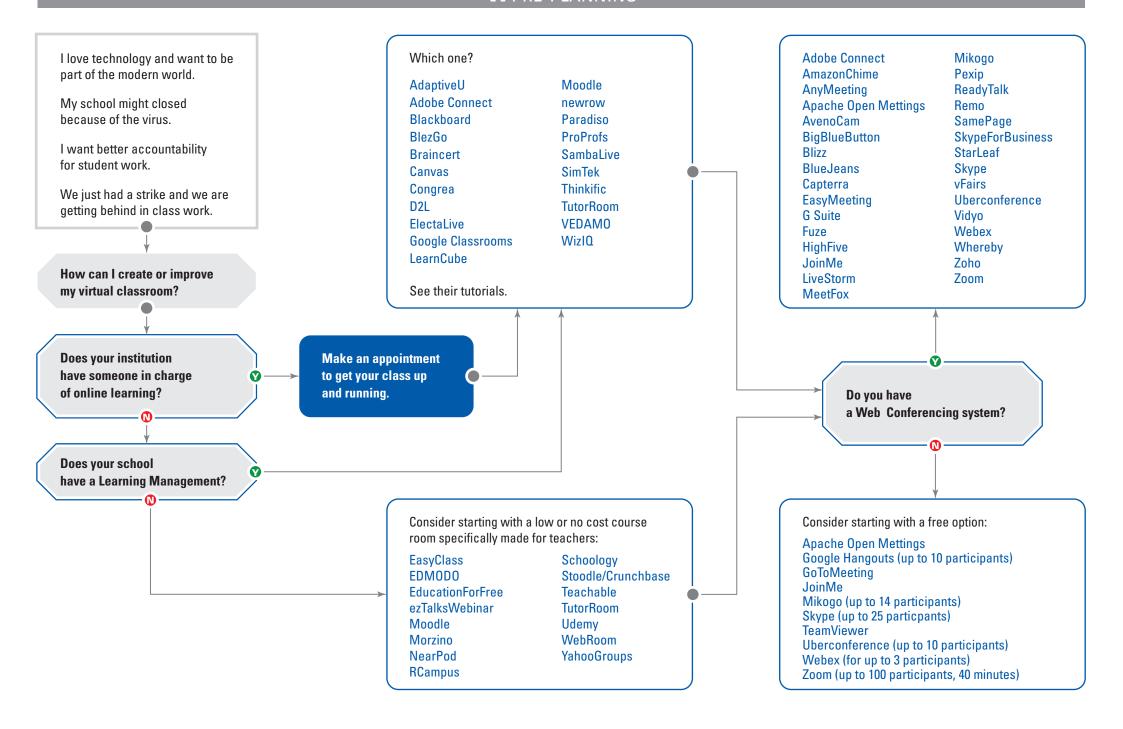
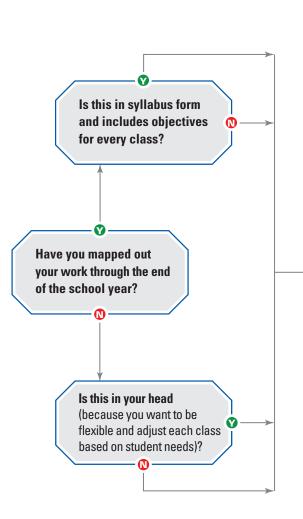
1. PRE-PLANNING



2. BACKWARD DESIGN



Start with the end, decide how you will measure success, and what types of activities you will include.

Take your current plan and "Backward Design" your thinking.

MACRO:

Decide on an **Essential Question** for the **Year**.

MESO:

Decide on the Essential Question for the Unit.

MICRO:

Decide on the **Essential Question** for the Day.

MACRO (year level)

Decide on Objectives:

Knowledge (e.g., all content information related to 11th grade AP US History);

Skills (e.g., think critically; write persuasively; read deep and widely); **Attitudes** (e.g., appreciate team work; perseverance; growth mindset).

Evaluation: e.g., High score on AP US History Exam.

Activities:

MESO (unit level)

Decide on Objectives:

Knowledge (e.g., all content information related to Period 5: 1844-1877); **Skills** (e.g., think critically, analyze, compare and contrast the Civil War and modern times);

Attitudes (e.g., appreciate teamwork, perseverance, and growth mindsets).

Evaluation: e.g., short essay; participation in research and teamwork in debate; self-reflection paper.

Activities:

MICRO (daily level)

Decide Objectives:

Knowledge (e.g., all content information related to Period 5.6 "Failure to compromise");

Skills (e.g., compare and contrast leaders of this time period with the current political situation);

Attitudes (e.g., appreciate team work, perseverance, growth mindsets).

Evaluation: e.g., gather research material to prepare for debate.

Activities:



I know about all the tools available to me, including:

- Online self-graded, low-stake Quizzes;
- Interactive (a)synchronous Discussion Boards;
- · Flipping;
- Bundles (mini-libraries) of free and open resources;
- Division of Social and Academic Spaces;
- 3-2-1 Reflections;
- Course Analytics to measure individual and group progress;
- E-portfolios;
- · Project assignments;
- · Office Hours within course Emails;
- Announcements;
- and Breakout Rooms.

Do you enter every single class extremely prepared with a clear idea of what you hope to achieve? Review Pedagogy and didactical tools, including activities, strategies and methodologies.

I know about all the methodologies, strategies and pedagogies online, including:

- how to use breakout rooms for small group discussions;
- differentiate homework to attend to individual needs better;
- take advantage of the "disinhibition effect" and anonymity of student interaction to get them to share more;
- use the Goldilocks' Effect and devise algorithms for teaching so the material is "just right" for the learner;
- manage online course rooms for maximum participation;
- · take advantage of social contagion;
- communicate personally so each student feels a relationship to the teacher and the community and to create a strong learning community;
- leverage online presence;
- leverage online touch;
- manage time using flipped classrooms;
- personalize feedback;
- use digital apps to save time on "simple" tasks (e.g., grammar checks) to leave more time for "human" tasks like motivation, encouragement and one-to-one feedback.

