



Recording Transcript: Backward Design for Librarians

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MIKE Oh, there's a waiting room. OK.

GOUDZWAARD:

Hello. Welcome, everyone. I'm Mike Goudzwaard at Dartmouth College and sitting next to me is Morgan Swan. So we're going to talk about how this is going to work. First, I'm going to share my screen. So I'll just get that going. And we are recording this webinar for people to refer back to at a later date.

OK, so our topic today is backward design. And this is going to be a somewhat interactive webinar. We're going to attempt that. So just be fore-informed that we're going to ask you, at times, to take a break and write something or type something. So let's get a sense of who we have here. I introduced myself. I'm Goudzwaard. I'm a learning designer here at Dartmouth College. And Morgan was going to say a bit more about this webinar and who's here.

MORGAN SWAN: Yeah, so just really briefly, I want to thank you all for being here today. We got a really good group today. It looks like people are still pouring in, which is exciting. I want to just say a few housekeeping things. First of all, this is Spring 2019 online workshop, and the title is "Backward Design in your Library Instruction Session." So if that's not where you're supposed to be, then go somewhere else.

The way it's going to work today, Mike is going to be doing the presentation. I am going to be monitoring the chat. So make sure that you're muted. But if you do have a question, there will be times throughout the presentation when you can type a question. I'll just go ahead and unmute your mic and ask your question.

The other thing to note is that there is an interactive component to this. There will be some polls that pop up that you can answer. And also, there will be moments where Mike is going to ask you to reflect on your own teaching, and then write or type some things down. So just be aware of that as well. I don't think there's anything else to say other than to get out of the way and let you go.

MIKE OK, thanks. So to get a sense of who we have with us here on the Zoom, over 60 people

GOUDZWAARD: signed up from Connecticut, to Maine, New York, and some of our colleagues from New Brunswick. So welcome, everyone. And I asked you to think about how you might apply this to your teaching or instruction. And here's a couple of quotes from a few of you. "Looking to

make my instruction sessions more engaging and productive." "I've read and heard presentations on it, and try to apply in my teaching--" going to try to apply that my teaching.

So in reading through those comments, some of you are maybe experts yourselves in backward design, and others are using this as an opportunity to bring other colleagues to have a shared understanding and language about this process. So welcome all. We'll try to reach that depth of goals and experience.

Speaking of goals, we have to practice what we are teaching here. And so these are the goals that you probably have seen before when you signed up for this workshop. But I just want to share that with you now.

So our first goal is to have you be able to identify the three phases of backwards design by the end of this hour. Secondly, consider how backward design might be useful designing any learning experience. And finally, apply the first phase of backward design to create goals for a learning experience. So that's the hands-on portion.

So before we talk about backward design, let's talk about forward design. And what do we mean by "forward design?" Well, you may have had this experience or seen colleagues or faculty come in and say there are so many great ideas and great books about my topic.

And so that's really starting with content. It might start with a reading list, or I've worked so hard on these lectures, and it's taken years to perfect them. How could I do without them? And then somehow, I'm going to have to assign people a grade, if this is a course, or know that they learned something. And so I suppose I'll give them an exam.

And so this really is difficult to align the learning activities and sometimes even the assessment. There's research on high-stakes exams, and some people perform better on those than others.

So by contrast, backward design was introduced in this book, *Understanding by Design* Wiggins and McTighe in 2005. And it's really become one design process. So I will mention here, there are other design methodologies in the field of instructional design. You may have heard of ADDIE or others. But today, we're just going to focus on this one-- so the backwards design process.

So it's a three-step process. The first step is identifying intended results. And we'll dig deeper

into what each of these means and how we develop those for our learning experiences. But that's really starting with the goal first. So notice, in contrast, to the forward design, we're not starting with content. We're just really thinking about the goals and clarifying those first.

Next, we think about and decide what acceptable evidence will be. And we'll talk about-- and you will actually do some brainstorming about different types of evidence and how you know you've met your goals and how you know your learners have met your goals. And then the final step is plan the learning experiences and instruction. So that's why we call it backwards, because it just goes in a different order than starting with content.

All right, so now we have a sense of what those three steps are. We might not be super clear on what each of those mean, but we'll get back to that and spend some more time. But before we do that, we'd like to introduce our first poll. So we'd like to think about what type of teaching you are doing in your role. And the poll's going to pop up-- I think-- oh, yeah-- Morgan can launch that from there. So you should be able to vote right within Zoom. Yeah, a couple of you have weighed in. So we know the poll's working.

All right, let's give it just a few more seconds. Some people might have to find the window. Looks like we have 50 people voting in this poll. It's great to have everybody here. I suspect some people are in a room with colleagues, so there might be even more.

All right, so let's show our results. Can you do that, Morgan

MORGAN SWAN: It may already be showing.

MIKE It might be showing.

GOUDZWAARD:

MORGAN SWAN: Yeah. Karen says she doesn't see the poll.

MIKE Oh, OK. Oops.

GOUDZWAARD:

MORGAN SWAN: Oh, we have to end the poll first. There we go.

MIKE All right, now we share. So there's different types of teaching that's going on in this. So a few
GOUDZWAARD: people said "other." If you can get to the chat, just type in what other types of teaching you're doing. So a lot of people are doing sessions within a course. So almost all of you that

responded are doing that sort of teaching, but also doing workshops with other instructors and faculty.

And some of you, designing things that might not be a class or workshop, but exhibits. So what other kinds of teaching are people doing? Oh, the one shot, OK. Yeah, so that maybe fits into other, or a session within a course.

MORGAN SWAN: Embedded librarianship course.

MIKE Oh, OK, embedded librarianship. Great. Well, one of the things a number of you said in the
GOUDZWAARD: registration is that you are looking to spend some time with your colleagues throughout the region and so are thinking about how do we do that in this webinar format. So, yeah, let's move on. OK.

All right, so let's get back to that first step in the backward design process-- identify intended results. Now this is often framed as big ideas and skills. So a question I might ask myself, or if I'm working with a faculty member. I might say, just tell me, in your own words, what would you like your learners or students to know or be able to do as a result of this lesson workshop or course?

And now this might sound like a simple question, but it often helps to articulate it, either through another person, or write it down, and then sort of clarify what is really essential. And we're going to have a model of sort of organizing those different big ideas in a moment.

So in this workshop, here's an example of what a goal might be. Learn about backward design. Now if any of you know an instructional designer or learning designer, they might think that that word "learn" is ill-used when you're thinking about an objective. The challenge with learn is it's a little difficult to assess. So in the next step, when we think about evidence, learning is hard to measure. So let's try to rewrite this.

So we could rewrite this using an action verb. "Apply the three phases of backward design to a learning experience." All right, so now we're leaning towards what might be evidence and also what a practice of this might be. So I mentioned those big ideas. And now there might be some ideas that are bigger than others-- still important.

And we're wondering how do we distinguish between what's really important and what's maybe less so-- so from the Understanding by Design, there's this embedded spheres of-- although they're not perfectly round, but ovals of importance. And we start with that smaller

circle, enduring understanding. So what is the thing that we really want people to take away, and to implement into their own practice, or remember, and is important about any of those learning experiences?

Now there might be second-order things that are important to know and do. And those might be part of a workshop, or maybe they're something that's addressed in a handout afterwards, further resources. And then, there are things that are worth being familiar with. So for example, a couple of slides ago, I said there are other design methodologies, like Addie. We're not going to talk about them today. But it's worth you being familiar with the other processes as well.

So let's take an example from one of our colleagues here at Dartmouth, who is a digital humanities librarian and who might also be on this call. And this is an example, we worked through for a professional development workshop with librarians earlier this year. So in a digital humanities workshop-- and this was a multiple-sessions workshop-- what are the enduring understandings? And we arrived at, well, it's really about defining the field of digital humanities and recognize the questions that scholars and practitioners are asking.

Now notice, it wasn't about platforms. It wasn't about a mecca. Now some of those are important. In fact, it's important to know and do and be able to contextualize a DH project or platform within the larger field of DH. And, actually, the use of specific tools and platforms was worth being familiar with. But for this high-level and broad-audience workshop, we weren't getting into a lot of specifics about how to use. So that really clarified, I think for the people attending-- I was one of the attendees-- what our goals were and how we would know if we'd met them.

All right, so we are coming to our second portion, where we're going to give you some time to apply this. And so what we'd like you to do is write down, or type up, or record in some-- draw on a whiteboard big ideas of a workshop lesson or course you might teach, and then organize these into those three areas-- enduring understandings, important to know and do, worth being familiar with. So this is kind of an experiment, where we're going to go quiet for two whole minutes and just let you work. We're still here. And if you have any questions, you can pop into the chat. All right.

All right, we have just about 15 seconds left. OK, so that probably went by rather quickly. Hopefully, you had a little bit of time just to write down some ideas, so you can think about

applying this to your own context.

Let's get back to the backward design process and the second step. So that is determining acceptable evidence. And this can be-- we might have to think outside the terms of traditional evidence. And it certainly depends on the context. So if we're thinking about a course, which is going to receive official credit and grades, there might be policies around what acceptable evidence might be.

So I've thought of a few things. So it could be a project that students are working on. It could be a blog post that's authored and posted or a personal journal. Maybe a quiz-- that could be acceptable evidence. An important thing to keep in mind is different types of evidence and feedback that that provides to the students or learner. Is it formative? So is it things that let you know how you're doing with those concepts? Or is it summative, something that is more like a final exam?

Now in a workshop setting, evidence has to be-- I think of it more from your perspective. So I'm thinking about how would you know that you have an understanding and can apply the big ideas framework. So I can't see what you wrote down, but hopefully you can. And so you have a sense of that. So in the less formal learning context, that's often the learner is self assessing how they're doing.

All right, so now we're going to harvest some of your wisdom and creativity. So I'd like you to take a moment to think, and write down if you want, and then type in the chat some acceptable evidence for a learning experience that you might offer. All right, I think people are thinking.

Pre and post-tests. One-minute paper, that's a favorite. Oh, game show. Properly formatted bibliography. And then a worksheet quiz, online quiz. Clearest muddiest point-- yeah, that's a good one. Quiz. Wow, these are some great ideas. These are wonderful. So we're recording this, so you'll be able to refer back to them. But I think we can also get a copy of the text chat, so we're sort of capturing these great ideas. All right, Google Form quizzes.

Presentations. Yeah, great. All right, thank you for your ideas on acceptable types of evidence for learning goals. Now, of course, we don't know exactly what the learning goals were that these apply to, but this is a great part of bank of ideas and some deeper understanding of quizzes and what they are meant to achieve.

All right, so let's now talk about the third step of the backward design process, and that is

planning the learning experiences and instruction. So you probably have ideas about this as well, and so sort of turning a reflective lens back on this experience, I thought about what we might have as experiences here together in this hour and how you would get to apply the three phases of backwards design.

So some things that you've already done is respond to questions about applying backward design process in the registration. So that was sort of a pre-test to get to think about how this might apply to your work. Listen to and read about the three-step process. So you can see my slides, and you're hopefully able to hear me all right and also respond to poll questions. And you've also taken notes to apply the big ideas to the workshop. So some of these things, we can see, like the things that are in the chat, and others are for you.

All right, so now we're going to have you think, again, to sort of harvest your experience. So I'd like you to take a moment to think, and then type different learning activities that you've used or maybe you've experienced in another context in the Zoom chat window, and we'll sort of harvest these ideas from the Zoom room. Roleplaying. Scavenger hunt, yeah.

MORGAN SWAN: Jigsaw.

MIKE Jigsaw presentations. Sound like some fun sessions. Amazing research race, wow. Cookers.

GOUDZWAARD: [INAUDIBLE]. Think, pair, share-- a classic. Speed databasing. Purposely doing a failed search so students can figure out what I did wrong-- problem-solving, yeah.

Case study, yeah. Oh, someone wants to know what is speed database. So if you have a link to that or just want to describe it in a sentence. Database smackdown. We've been having a lot of fun with databases.

MORGAN SWAN: Yeah, who knew? Maker space.

MIKE Maker space. Great. All right, thanks for those ideas. So now, we have a brief introduction to

GOUDZWAARD: the backward design process. So it's starting with the intended results, determining acceptable evidence, and then planning learning experiences and instruction. Of course, that's rather simple, but application is always the key to using this process.

I'll say, in writing, one of the things that I find most challenging is writing good goals or learning outcomes. And it takes some time. So we didn't spend a lot of time here. We offer a Course Design Institute to new faculty and actually any faculty who are interested here at Dartmouth, and we talk about writing learning outcomes at many levels-- so at the course level, also at the

curricular level, and then even down to the lesson level.

And that takes some time. There are some great resources about action verbs. So you could do some searching about Bloom's action verbs for learning outcomes. The University of Arizona has a nice outcome generator. So you can sort of enter-- it's kind of a mad libs auto generator, which is helpful. And we could do a whole session about learning outcomes.

And I also want to mention that librarians are very integrated into the whole sort of learning design process. So even in that Institute that I mentioned here at Dartmouth, librarians are instrumental in developing those learning outcomes and those course designs.

So this is a quick session, but we wanted to provide some other resources if you wanted to dig more deeply. So there's a in-person training that's coming up that's not just about backward design, but also for the broad field of instructional design. And that's offered by NERCOMP-- the Northeast Regional Computer-- hmm, I've lost the last couple.

But anyways, it's the IT and higher ed organization in the Northeast. It's a one-day in-person workshop that's at Unity College, so if you're in the Albany area, that's coming up on May 22nd. And if your institution's a member, there's a discount for that.

So Wiggins and McTighe, the foundational text, and there's-- they've written other books, so I've listed a couple of them here. We will include the slides so you can download and have these references. And then I also wanted to include a great resource on collaborative learning techniques. So this is a handbook that can really help with that third phase. So if you're thinking about learning activities and how-- and maybe you want to learn-- I don't know that the database ones are all in there, but you can apply some of these to whatever context you are offering training.

All right, so with that, we wanted to leave some time for some questions and answers, sort of getting back to one of the desires that was expressed in registration, for people to be able to connect with other people. And so you can enter your ideas, questions, thoughts, in the chat, and then we're-- I think we're going to attempt to have you come and ask your question or make your comment live on the Zoom.

And while you're doing that, we would also greatly appreciate your feedback about this workshop. So if you do it now or if you do it later, there's a short link. We'll also put that in the chat, so you can click it directly. But that's a short link, [bitlybackwarddesignfeedback](https://bit.ly/backwarddesignfeedback). We need

to just put the link there, right?

MORGAN SWAN: Yeah, OK. So someone's asking about the clearest and muddiest point-- a little muddy on what that is. Does someone want to explain that? Do they activate their mic to--

MIKE Yeah, and you can unmute yourself. Hopefully, you can do that.

GOUDZWAARD:

KAREN: Hi, this is Karen [INAUDIBLE] at Wellesley College. Can you hear me? Yeah, we can hear you Karen. I just wanted to say a little something to clearest muddiest point. That was mine. Clearest, muddiest, point is just a quick assessment at the end of a class about what is one thing that you learned today and what is one thing that is still unclear, and there are different variations of that. But the idea is to get them to think about what they still have questions about for the muddiest point.

MIKE Thank you. Yeah, that's a great example of a classroom assessment technique. It's great to
GOUDZWAARD: end a session on.

MORGAN SWAN: They ask, what did you learn or what would you like to know more about, which is another cool way of--

MIKE Yeah.

GOUDZWAARD:

MORGAN SWAN: --say you don't have to. Because students don't have to feel like they don't know something.

MIKE Right, yeah. Someone mentioned the one-minute paper. I've done this in different ways. You
GOUDZWAARD: could even do it on an index card, sort of-- you can write about an index card's worth in a minute. And then you can even collect those and read them later as well.

MORGAN SWAN: Here's a good point here. Some says it's difficult to plan for specific interactive content for one shot, so we don't really know what the students know or don't know. And then a response-- I think the interactive portions of the one shots help us learn what students do and don't know.

MIKE Hmm, OK. All right, yeah, Benjamin, do you want to respond to the jigsaw, explain jigsaw to
GOUDZWAARD: us?

BENJAMIN PECK: Sure, hi, everyone. A jigsaw presentation is where students would do different activities in small groups, and then present to each other and teach each other what they learned from

their own activities, so that they are sort of co-teaching and demonstrating their knowledge simultaneously. Is that clear?

MIKE
GOUDZWAARD: Yeah, thank you, Benjamin. Oh, good. Great question from Cecilia. How do you encourage the use of backward design with faculty who want to cover a lot? Oh, yeah and Laura Barrett mentioned that the collaborative learning techniques book has a description of jigsaw, and also how to design that. So, yeah, let's dig into Cecilia's question about faculty who want to cover a lot.

And I try to frame it in asking about, what do they really need to do? And maybe if it's a one-shot experience, it's leading up to some assignment-- so thinking about, what are the goals and what are the essential skills that students will need for that assignment. And I might circle back to that question a couple times. And someone added a link to the jigsaw method there, too.

MORGAN SWAN: Brilliant. I'm still thinking about that, what do you do with the faculty [INAUDIBLE]. Tell me all about the library. I think, in some ways, it gives you a lot of freedom as a librarian, because then, in some ways, you're ceding authority to you, in terms of what you think the priorities are or should be for the students-- I mean, obviously, in consultation with the faculty. But in some ways, that gives you some freedom to say, well, you obviously can't learn everything about the library in just one session, but here are some tools or some things-- some concepts, some ideas to take away.

MIKE
GOUDZWAARD: Yeah, so I'm curious, we talked about backward design. I think that was the beginning of this year-- or maybe it was even last year, in the context of a all-day workshop, sort of asking librarians to think about expertise they had or curiosities they had and could offer professional development opportunities to their colleagues, called, what is your issue, sort of thinking about issues and how to teach around those. So I'm curious, since that experience, has the backward design process been useful in your practice? Or have you brought it in with working with faculty?

MORGAN SWAN: Oh, definitely. I mean, all the time. I think it's really helpful. Also, just think about what your intended outcomes are as a librarian and not necessarily always rely on the faculty to provide. I mean, obviously, you want to know what the faculty think. It's their class. They know their students best. They know their assignments best.

But it also helps me to feel like, OK, I'm a partner in this enterprise. I may have skills that I

bring to the table. I have information and outcomes that students need, even if the faculty don't realize that and, hopefully, can usually find a way to get that in. That's been really helpful for me.

MIKE Good. Someone mentions, try the menu option. In fact, we will check everything. I want all of
GOUDZWAARD: the things in the menu.

MORGAN SWAN: And the syllabus is a great-- I do that a lot, actually-- ask the faculty for a syllabus so you have a better sense of-- especially if you're doing one shot, when you're [INAUDIBLE] fits into the larger term, and then, therefore, you can figure out what skills they did.

MIKE Someone's having a hard time hearing you, Mark. I'm just going to move the fancy
GOUDZWAARD: microphone.

MORGAN R SWAN: I usually don't have-- that would be the first time someone's ever said that to me. Thank you. Yeah, I usually will ask for the syllabus. I think that's a great idea, because then you get a better sense of where your one-- especially if you're doing one shot, which seems to happen quite a bit, you know exactly where your one shot comes in the larger scheme or larger plan for the term, so you can also then begin to think about, OK, what are they really going to know. What do they really need to know?

MIKE Yeah, I think having that greater context-- and so I probably do less one-shot teaching than
GOUDZWAARD: you do. But I might be asked about an assignment. Faculty often come through the door when the class that they've taught with 30 people suddenly become 60 or more.

And all of a sudden, they're sort of rethinking those assignments. And maybe if they have a couple of papers due, how are they going to get through that workload? And so that really becomes a moment to understand the greater context, what role that assignment played in the course, and what other acceptable forms of evidence would work in that setting.

MORGAN R SWAN: There's great advice from Kenny. He says, see if you can get added to the course site so you can get context around the assignment. Yeah, that's something else that we often will ask professors to do, or they'll do on their own accord is add us to their Canvas site or something like that. And that's also a great way to understand. You can, hopefully, then get to actually see the assignments that are coming down the pike for the students so you know what kind of library skills they're going to need, what kind of intended outcomes you want to put in your session.

MIKE This is great. I'm appreciating having all these ideas and questions from people around the
GOUDZWAARD: region. This was a little bit of an experiment in sort of making time within a webinar for people to talk to each other. But I hope that it's useful to everyone.

MORGAN R Other questions for each other, for Mike? Any confusion about how you can apply this to your
SWAN: own scenario or your own situation?

One thing that I have noticed, actually, with using backward design is that it really helps me not feel so anxious about feeling like I have to dump all of this content into this single session. Because then that gets me obsessed with-- that's the forward design, right? That's thinking, oh, I have all this content I have to share. But if you start with the outcomes, then you can work your way back and realize, I'm not going to get all the content in. Right. But the content isn't really the important thing. It's these outcomes, these skills I want them to have learned.

MIKE Yeah, I often work with faculty who have taught a course many times. And there's always new
GOUDZWAARD: articles that come out about the topic. And so they want to keep the course fresh and introduce new content. But then they can't imagine giving anything up. I mentioned earlier the well-practiced session or lecture, and those can be really engaging learning moments. But if you try to do everything, it's a challenge.

Another instance is if someone's inheriting a course from someone else. And they don't exactly know why certain books have been selected. But if we can go back and get clear about the goals, and then work from there, it really helps.

MORGAN R Great.
SWAN:

MIKE All right, Aaron has a comment about one shots. Yeah, and Aaron, if you want to unmute
GOUDZWAARD: yourself and say more about one shots, feel free to join in with your voice. Oh. Aaron doesn't have a mic. OK. You can all read the comment there. But there are some questions in there.

MORGAN R It was the questions that they ask.
SWAN:

MIKE [INAUDIBLE]
GOUDZWAARD:

MORGAN R Which is great.

SWAN:

MIKE Yeah, and they can figure out the clicking on their own.

GOUDZWAARD:

MORGAN R Exactly. Exactly. Another nice thing about doing backward design is that you're-- the specific tools may change or the specific activities can change, but a lot of times if you know what you want them to get out of it, then you're not as threatened by, say, new technology or, I want to use this database or something like that. It's not going to disrupt your entire lesson or your entire class because it shouldn't, hopefully, be built around just the one particular tool. It should be built around the outcomes.

MIKE Yeah. So someone asked and posted a link, if that was the learning outcomes builder. That is
GOUDZWAARD: a great list of action verbs that align to Bloom's Taxonomy. Let me put the link of the one that--

MORGAN R Benjamin scooped ya.

SWAN:

MIKE OK. Benjamin was a little faster than I was. Thanks, Benjamin. All right, so Lauren is asking
GOUDZWAARD: Erin, how do you approach the weird library words. Do you ask students those questions in a large group? Since Erin doesn't have a microphone, she may respond in the chat.

ERIN: I found a mic. No, I actually just came up with the weird library words recently, because we got a new instructional designer, and she watched me teach. And she said I was glossing over a lot of words, like I would just throw "database" out there. And the students would look at each other and go, what's she talking about.

So now, I've got a PowerPoint slide with "database," "citation," "limiter," and then the last one is "Boolean," because I think "Boolean" is a fun word to say. It probably falls into that "worth being familiar with" ring of the learning outcomes, but it's a nice place to end because we go around the room and everyone tries to say it before we talk about it.

And then what I do is I talk about each of those things and try to keep it casual. And rather than use that horrible, "any questions" cue at the end, I say, so are we all good with this? And then I have a little checkmark that flies in and marks off the weird word. Like, OK, we're good with database. Now, let's talk about how to make these results better with limiters and things like that. So I don't have a good assessment for the end of it, because it got kind of middle-

designed instead of backward designed, I guess.

[LAUGHS]

MORGAN R Great, thank you.

SWAN:

ERIN: You're welcome.

MIKE Yeah, sure, pre-class activity to build on when we meet in person. One thing I could share in
GOUDZWAARD: the resources afterwards is this framework called the "trifold." And so just like there are three phases of backward design, you can sort of fold a piece of paper and then have some columns on it.

And you can sort of accordion it so you can have the goal go straight to the activity. And then you have the assessment in the middle, so you can sort of go back and forth between that. So it's a fun piece of analog technology.

MORGAN R Right, yes. I want to play with that. That sounds awesome.

SWAN:

MIKE And I'll just put the link to a feedback survey. And, again, would love to hear how this is useful
GOUDZWAARD: to you and how it could be improved. One of the challenges in teaching anywhere but is making room for people to think and ask questions, and particularly challenging on the online format, but I wonder if we have come to the end of our questions.

MORGAN R We may have. If anyone else has any questions that you're sort of like, I should ask, I don't
SWAN: know, now would be a great time to ask. We've got some time left.

MIKE Or we could do muddiest point.

GOUDZWAARD:

MORGAN R Yeah!

SWAN:

MIKE Clearest, muddiest point.

GOUDZWAARD:

MORGAN R Let's do that. Who wants to participate in our assessment of this workshop? What was it what
SWAN: did you learn or what do you still want to know more about?

MIKE I like that one. That question as well. That was a good one. Let's go with the last one. What do
GOUDZWAARD: you still want to know?

MORGAN R What's that accordion thing? The trifold?
SWAN:

MIKE The trifold, yeah.
GOUDZWAARD:

MORGAN R Yeah. You looking it up?
SWAN:

MIKE Yeah.
GOUDZWAARD:

MORGAN R He's looking it up.
SWAN:

MIKE See if I can find it quickly. That might be one that I'm going to have to get back to you on.
GOUDZWAARD:

MORGAN R Look, here they come. Wow. These are good questions.
SWAN:

MIKE These are good questions.
GOUDZWAARD:

MORGAN R I have to take some notes and get back to you. Good question. Giordana has asked, do mean
SWAN: the ACLR framework or the backwards by design strategy? Ah. I'm happy to open that one up to everyone in the webinar, the workshop. Cecilia has a question about how to process the acceptable evidence when there's a large volume of it.

MIKE Oh, yeah. Yeah, so one thing to think about is who's doing the assessment of that evidence.
GOUDZWAARD: So getting back to that, is a formative assessment or summative assessment. So it might be that the learner themselves can-- if you develop a rubric of, look for these things in the video that you submitted. Did you cite your sources? Did you give it a title? Did you put it in the

context of this course? And then you're sort of communicating the expectations.

We also find this in-- I mentioned those large courses and if writing assignments can be broken up into smaller assignments so that there's drafts that are read before the final is turned in. And sometimes those early drafts can be read by peers. So that could be another way to get formative feedback to students without having the teacher or the instructor have to do all that assessment.

**MORGAN R
SWAN:**

I'm not sure-- this one. Yeah, just respon-- responding to your-- you said, since backwards design requires a specific result, I assume it really has to be the faculty member, someone with the authority to provide a grade to establish the actual outcome and work backward to the skills needed to achieve that. Yes, in the sense that you're collaborating with the faculty to determine what they want those measurable outcomes to be for the session.

But I think, as a librarian, you have a skill set that you bring to that. The faculty member might be thinking specifically of the product. But as the librarian, you could be thinking about the larger skill set that you're wanting the student to come away with. It's like, how do I find something? How do I explore the catalog? How do I think critically, evaluate sources, that kind of thing? Which the faculty member may care about, but they're also thinking about, I want them to be able to write this paper.

**MIKE
GOUDZWAARD:**

Right.

**MORGAN R
SWAN:**

And I would say with regard to the ACRL framework, this most recent comment-- yeah, I mean, I think that's-- whenever I've used it, that's kind of how I think about it. I tried to think, OK, like, what skills or what big ideas of enduring understanding do I want the student to come away with? And I try to use the framework as a way to find-- to think about what those might be.

**MIKE
GOUDZWAARD:**

Yeah, that's great. Has the framework been aligned to those different levels of big ideas? The enduring understanding, important-to-know things worth being aware of.

**MORGAN R
SWAN:**

See now you've got me on the spot, because-- I'm sure there are people in the audience who are much more knowledgeable than I am about the framework. But I think there was a positive-- personally, I think it was a positive shift away from a set of standards into a framework, which I think allows a lot more flexibility for thinking about those kinds of skills.

OK, we've got a little bit of time left, but I think maybe we'll go ahead and wrap it up-- Yeah. --if that's OK. I will send you all a link, or I'll find some way to get the content to you all after we say goodbye today.

But I do want to thank you, again, for coming and for participating, contributing in such an impressive and helpful way through the chat, through your voices. I'd like to thank Mike, especially, for spending this time with us, this hour with us, to help us improve our teaching as librarians. So thank you, Mike, and thank you everybody for coming.

MIKE Yeah, thank you, everyone. Thanks, Morgan.

GOUDZWAARD:

MORGAN R Sure. Bye-bye all.

SWAN:

MIKE Bye.

GOUDZWAARD: