NABT 2015
Improving Course Coherence, Assessment, and Student Engagement with UbD

Work Time (Round 1) - A "first pass" at Backwards Design
Topic: Gene Expression (Transcription, Translation, Central Dogma, etc)

Understanding Goals / Student Learning Outcomes

What do you want students to leave your course <u>understanding</u> about this topic?

Evidence of Understanding / Assessment Evidence

What do you want students to be able to do / say / produce to convince you they understand?

Learning Activities

> *What do you want to do in your classroom to help students build understandings and be ready to demonstrate them (assessment)?*

"Beyond the scope of my course" / Topics not for my audience

> *What topics don't "make the cut" for your course or students, and why?*

When you've got some thoughts on paper:
- *find some Chart Paper on a wall near you*
- *record your Desired Understandings and "Didn't make the cut"*