Abridged backward design lesson-planning worksheet. May be adapted for a unit or an individual lesson.

Design Step	Elements	
Identify desired results	**Learning Goals** Specify the learning outcome and knowledge and skills that students will acquire	**Learning goal or outcome:** from Eng 100.5 requirements to critically analyze readings, as assessed through reading response journals (in this case, posts)
		Knowledge: **1.** Specific terms (will be crowdsourced, followed by formally accepted definition): cognition /metacognition, autonomous, analysis, hemisphere(?) kinesthetic, etc. 2. Understanding of various theories of cognitive development and functioning, esp. brain hemispheres, multiple intelligences, and learning styles (emphasizing these are theories, some have been contested and debunked, etc.) 3. Understanding of metacognition through personal experience with interactive quiz to determine their learning style, intelligence type, or brain hemisphere dominance 4. Analysis of prior learning, thinking, aquisition of knowledge in regards to quiz results 5. Recognition of previous study skills (if applicable) to study tips based on quiz results 6. Understanding of possibilities for new methods of gaining knowledge and studying in order to foster autonomous learning
		Skills: new study skills, conducting online searches using open sources, posting on Wordpress site
Determine acceptable evidence	**Assessment** Specify how students will demonstrate their learning	Open Pedagogy Assignment: Students will have two or more written paragraph posts on the class website describing their intelligence type, brain hemisphere dominance, or learning style, and their experience while learning about it and themselves. Paragraph one will describe their experience of taking an online quiz corresponding to their choice. Paragraph two will describe their prior learning experiences and ideas for future learning, based off study tips corresponding to their topic
Plan learning experiences and instruction	**First Exposure** Identify in class or pre-class homework to introduce basics & prep students for assignment	1. Intro: short description of myself as a right brain thinker: I may not remember everyone's names at first but will recognize past students from decades ago. Right brain thinkers know faces more than names, prefer art and writing over math and science, holistic instead of linear thinking, intuition over analysis. Emphasize this is only a theory nd has been contested, at times disproven, but for some, like me, is accurate.

		2. Ask students to think to themselves, then talk to their partners (from previous activity) if they can figure out, or already know, which hemisphere is dominant. Short discussion (show of hands, etc.) 3. Repeat same for learning styles and multiple intelligences
	Activities Building from the first exposure, identify teaching & learning activities to promote the learning goals and enable assignment success	1. Give students the option of the three types of cognitive indicators. ~~Then go online, find an interactive quiz that will give them the results (without having to sign up, pay, etc. a teachable moment)~~ 2. First have students use Google for finding sources, analyzing the types of sites that come up. 3. Then show students access to open source materials to look for online interactive quizzes corresponding to the type they chose 4. Take quiz, read result, 5.write one-paragraph response to the findings. Was it accurate? What are some examples from prior experience that you thought of while you were answering the questions, either proving or disproving the result? 6. Look up any corresponding sources that describe study tips or recommendations 7. Write one parargraph comparing prior methods or skills used to the list of tips. Include if any recomendations seemed like they would be helpful and if you'd try them in future academic experiences
	Content Describe (open) content, resources, materials that will be used to for first exposure and activities	online interactive quizzes for their choice: brain hemisphere, learning style, intelligence type; or another type of quiz if students find one. Websites for this material:???
Reflection	Critique the learning experiences and instruction in light of the actual results. What worked well versus what would you do differently next time, in terms of student preparation, classroom activities and student work, media and materials, and time management? **I've done this before with hard copies. Students generally like doing it and write in their reflection that they found it helpful. Whether or not they end up using the study skill recommendations, I have not done a follow up in prior semesters, not sure I will for future assignments. I'm curious to see if there will be a different outcome in terms of how much they like the experience as a solely online activity.**	