

The process for developing an online unit

Use the questions below to guide your thinking about how you will develop your online unit.

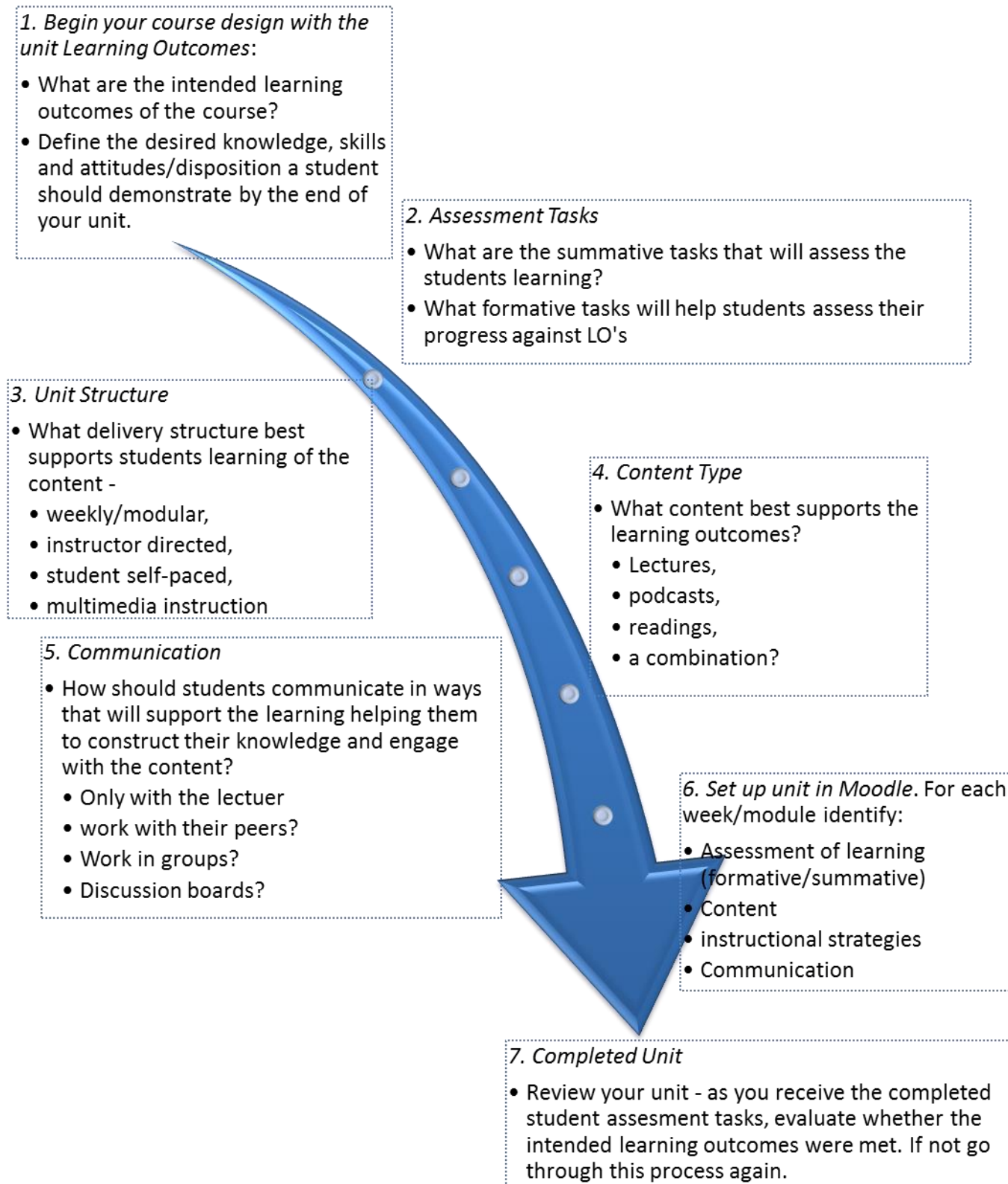


Diagram 1: The process for developing an online unit using backward design and constructive alignment principles

The process described above has been developed using a backward design approach (Wiggins & McTighe, 2005) and is based on the theory of Constructive Alignment (Biggs & Tang, 2007). The starting place for unit design is on what and how the student is to learn, rather than on what the teacher is to teach.

Backward design is the process of defining the intended learning outcomes of a unit, that is, the desired knowledge, skills, and attitudes/dispositions that students should develop/gain whilst engaging with the unit material, and then building the unit's content, instructional strategies and achievement tasks in ways that help the student achieve these learning outcomes (Fox & Doherty, 2012).

Constructive alignment is based on two constructs, *constructivism* – students using their own activity to construct their knowledge or other outcomes, and *alignment* in the design of teaching and learning activities and assessment tasks to meet the intended learning outcomes.

References:

- Biggs, J., & Tang, C. (2007). *Teaching for Quality Learning at University* (3rd Ed). Berkshire, UK: Open University Press.
- Fox, B. E., & Doherty, J. J. (2012). Design to learn, learn to learn: Using backward design for information literacy instruction. *Communications in Information Literacy*, 5, (2), 144-155.
- Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (2nd Ed). Alexandria, VA: Association for Supervision and Curriculum Development.