Backwards Storyboarding

A Preview of Lesson Planning & Executing in UDL

Where Are We Going Today?

What is a Storyboard?

A Solid Flow Chart of

Organization crafted to Meet a Goal
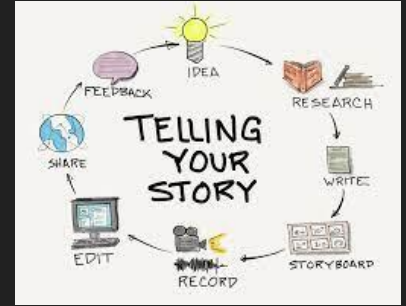
How do we approach this with instruction?

Who are We Instructing? **Who** is our Target Audience?

1. Majority of our students are <u>Under 30 years old</u>
2. **Generation Z** is roughly 11-26 years old today.
3. Gen Z are also known as <u>Digital Natives</u>, preferring lessons that offer independent learning style…with convenience and feedback (Issacs, 2020).

Variability in Learners =
Overwhelming Lesson Planning for Educators

It can be manageable with the understanding of strengthens in variability.

Learners do not have an isolated learning "style" but instead rely on many parts of the brain working together to function within a given context.
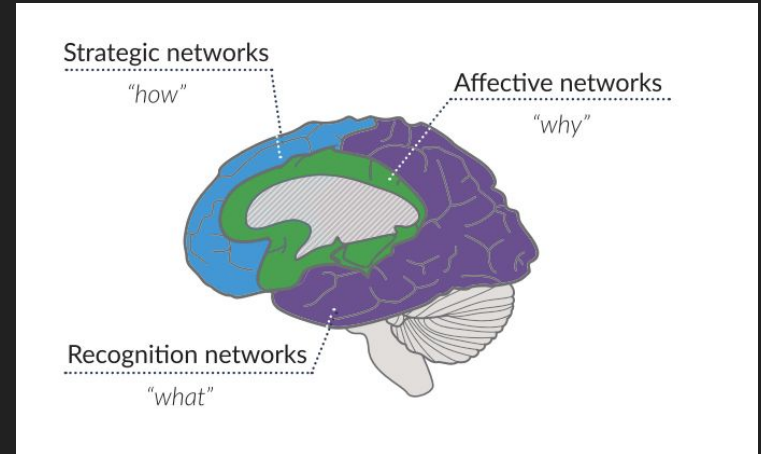
The Answer then = Options in Learning Through Organized Planning

How do our Students Learn Best?

When we cover all our bases...

The three Learning Networks Identified through Universal Design for Learning

1. Affective Networks: The WHY of Learning
2. Recognition Networks: The WHAT of Learning
3. Strategic Networks: The HOW of Learning

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning

	Engagement	Representation	Action & Expression
Access	Provide options for **Recruiting Interest**	Provide options for **Perception**	Provide options for **Physical Action**
Build	Provide options for **Sustaining Effort & Persistence**	Provide options for **Language & Symbols**	Provide options for **Expression & Communication**
Internalize	Provide options for **Self Regulation**	Provide options for **Comprehension**	Provide options for **Executive Functions**
Goal	**Expert learners** who are...		
	Purposeful & Motivated	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning

Access

Provide options for **Recruiting Interest**	Provide options for **Perception**	Provide options for **Physical Action**
• Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	• Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	• Vary the methods for response and navigation • Optimize access to tools and assistive technologies

Build

Provide options for **Sustaining Effort & Persistence**	Provide options for **Language & Symbols**	Provide options for **Expression & Communication**
• Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	• Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	• Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance

Internalize

Provide options for **Self Regulation**	Provide options for **Comprehension**	Provide options for **Executive Functions**
• Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	• Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	• Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress

Goal

Expert learners who are...

Purposeful & Motivated	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

How does Backwards Design Come back into Play?

Planning Framework for Backwards Storytelling in Detail:

Learning Objectives: ➡️

Identify a Learning Outcome.

Assessments: ➡️

Create Summative and Formative Assessments to back up the Learning Outcome.

Instruction:

Now craft the lesson based on the Learning Objectives and Assessments.

Journalism M14: Digital Public Relations

Introduction: Module 3

This week we will be focusing on **Models and Approaches to Digital Public Relations**

Objective: Students analyze the different types of models and approaches used in digital public relations.

Student Learning Outcome: Students will be able to apply a model and approach of digital public relations to current company management, whether in entertainment, political, and or crisis management.

Lecture:

Our weekly lecture posted on **Monday morning** will offer an overview of the different types of models and approaches in digital public relations.

Activity:

This module will focus on assessing the week's lecture content.

Quiz Assessment: Module 3 Quiz

Class Discussion: Module 3

Status Update & Feedback Assignment: Module 3

Extra Credit: Module 3: Extra Credit

Week 3 Readings & Materials:

This week we will use the below online resources:

Online Textbook: Poepsel, Mark, "Media Society, Culture and You" (2019). *Rebus Community.*

Online Textbook: Pearson, Erika,. Madill, Bernar, "Media Studies 101" (2019). *BC Campus.*

Online Textbook: Lule, Jack. "Understanding Media and Culture" (2019). *The Saylor Foundation.*

Additional Resources:

The Content Factory: Digital PR, Social Media & Content Marketing Tips & Tricks

By the end of Module 3:

You should be apply a model and approach of digital public relations to current company management. .

Here is an example of Module 3 in layout form

Backwards Storytelling

Is the Story being heard?

Do your students care about the topics of lesson?

Have you broken it up into measurable increments?

Can the Students Hear Your Story?

due Feb 12

Start Here! Intro Class Discussion

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Let's Introduce Ourselves a Bit!

You can follow the format below or just post a brief summary about yourself, this is casual and meant to showcase your personality a bit, see my example that I will post in our slack channel:

FORMAT: Post below the exact response in our Slack channel for full credit. Slack is accessible on both desktop and mobile, it will be easier if you structure your Top 10 here first and then copy and paste into our Slack channel.

Class Discussion Structure for Course: Every Monday our Module's for the week will open and there will be one class discussion for the week. Your first 300-word post and a 100-word follow up post to 2 other students is due by **Sunday** at midnight.

Example:

Kelsey Stuart Top 10:

1. I am terrified of geese and jellyfish.
2. From 15-years-old, I have always worked two jobs. The worst job I ever had was being a bank teller, the bank was robbed twice! But not by me.
3. All of my degrees are in Journalism, Public Relations, and English. Basically, I like to talk, read, and write - endlessly.
4. I got married at 21-years-old, still married (whoop!), together we have 4 boys, Landon (14), Caleb (11), Tucker (6), and Clay (2).
5. There is always a super small chance that I still don't understand ALL the rules in football, which is crazy laughable as I am married to the coach.
6. I launched two college cheer programs, one at Moorpark College and the other at CLU.
7. My least favorite holiday on the planet is April Fools, mainly because my kids are savage with pranks.
8. I am a coffee fanatic. But also require copious amounts of bread and butter to adequately survive.
9. One of the craziest things I have every done is land a plane by myself.
10. I could live on the beach forever, as long as it was hot, and we had lots of bread and butter, and coffee, and a beach house with water access, and a boat, a boat would be nice! But then that's it.

Okay that's it, mine is long because I talk a TON! But feel free to put your own spin on everything. The Top 10 can be one-lines, whatever fits your personality and helps us to get to know you!

*Make sure to respond to 2 classmates in this discussion thread by Sunday at midnight! Feel free to respond to more as needed in our Slack Channel!

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👋 # Welcome back

Workspaces for kstuart@vcccd.edu

MCJ   **MC Journalism**
431 members

LAUNCH SLACK

See more ⌄

Do your students care about the topics of the lesson??

Can They Relate to the Material?

Lets Build Retention with Interesting Assessments

Examples of Different Types of Engagement (Teaching Strategies)

- Podcasts
- Debates
- Videos
- Video lectures with PowerPoints
- Case-Based Learning
- Active Learning
- Flipped Classroom
- Concrete models
- Physical and virtual manipulatives
- Integrate self-assessments and reflection opportunities

- Visualization
- Experiments
- Local field trips.
- Cooperative Learning
- Inquire-based Instruction
- Differentiation Instruction
- Technology/Mobile devices in the classroom
- Authentic to real-life work to optimize relevance, value and authenticity
- Students write the class textbook

Examples of Different Actions & Expressions (Assessments)

...ment activities tend to have higher stakes in your course. They are where students tend ...d the most time and attention. Therefore, put your energy for universal design here.

...ome examples:

- Mapping project
- Digital story
- Write a paper
- Create a graphic novel or a graphic short story
- Write an Op-Ed
- Create a Wiki page, or Facebook account, for a historical figure
- In-class presentation, or online exhibition
- Podcast or video recording
- Ensure the tools you encourage for these non-traditional activities are accessible
- Write a legal brief

Have you broken it up into Measurable Increments?

Short, Sweet, and To the Point

Build Retention with Measurable Lessons

Backwards Storyboarding is the use of organized, intentional, and clear Goals & Assessments positioned into a lesson for max retention.

Thank you,

Kelsey Stuart

Journalism Instructor & DE Coordinator

Moorpark College

kstuart@vcccd.edu

Trudi Radtke

Instructional Technical Designer

Moorpark College

tradtke@vcccd.edu