Backward Design Template

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| **Stage 1 – Desired Results** | |
| **Established Goal(s):**   * *What relevant goals (e.g., established program and course student learning outcomes, accreditation standards, etc.) will this design address?* | |
| **Understanding(s):**  *Students will understand that….*   * *What are the “big ideas”?* * *What specific understanding about them are desired?* * *What misunderstandings are predictable?* | **Essential Question(s)**  *Students will…*   * *What provocative questions will foster inquiry, understanding, and transfer of learning?* |
| ***Knowledge***  *Students will know….*   * *What Key Knowledge and skills will students acquire as a result of this unit?* * *What should they eventually be able to do as a result of such knowledge and skills?* | ***Skills***  *Students will be able to…* |
| ***Stage 2 – Determine Acceptable Evidence*** | |
| ***Performance Task(s)***   * *Through what authentic performance task will students demonstrate understanding?* * *By what criteria will “performances of understanding” be judged?* | ***Other Evidence:***   * *Through what other evidence (e.g., quizzes. Tests, academic prompts, observations, homework, journals) will demonstrate achievement of the desired results?* * *How will students reflect upon and self-assess their learning?* |
| ***Stage 3 – Plan Learning Experiences and Instruction*** | |
| ***What learning experiences and instruction will enable students to achieve the desired results? How will the design:***  *W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the*  *students are coming from (prior knowledge, interests)?*  *H = Hook all students and hold their interest?*  *E = Equip students, help them Experience the key ideas and explore the issues?*  *R = Provide opportunities to Rethink and Revise their understandings and work?*  *E = Allow students to Evaluate their work and its implications?*  *T = Be Tailored (personalized) to the different needs, interests, and abilities of learners?*  *O = Be Organized to maximize initial and sustained engagement as well as effective learning?* | |

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| **Stage 1 – Desired Results** | |
| **Established Goal(s):** | |
| **Understanding(s):**  *Students will understand that….* | **Essential Question(s)**  *Students will…* |
| ***Knowledge***  *Students will know….* | ***Skills***  *Students will be able to…* |
| ***Stage 2 – Determine Acceptable Evidence*** | |
| ***Performance Task(s)*** | ***Other Evidence:*** |
| ***Stage 3 – Plan Learning Experiences and Instruction*** | |
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Sample Module Plan

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| Course Title: Introduction to International Business | Teaching Modality: Face-to-Face |
| Learning Module: Module 2 | Semester/Year: Fall 2023 |

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| **Stage 1 – Desired Results** | | |
| **Established Goal(s):**   * **Program outcome 2:** Conduct an environmental scan to evaluate the impact of world issues on an organization’s international business opportunities. * **Standard 9.3.12.BM‐MGT.3-** Business Management and Administration: Apply economic concepts fundamental to global business operations. * **Standard 9.3.12.BM‐MGT.4-** Business Management and Administration: Employ and manage techniques, strategies and systems to enhance business relationships. | | |
| ***Understanding(s):***  *Students will understand that….*   * International business is business whose activities are carried out across national borders. * Society has been profoundly influenced by the goods and ideas that have come with international trade. * Political, technological, market, cost, and competitive drivers are leading firms to internationalize their operations. * Key arguments for and against the globalization of business determine the merits of international integration | ***Essential Question(s)***  *Students will consider…*   * Is internationalization of business a new trend and will it continue? * Why is foreign direct investment and export growing rapidly? * What is driving the internalization of Business? * Why is there opposition to globalization of trade integration of the worlds’ economy | |
| ***Knowledge***  *Students will know:*   * The influence of external and internal environmental forces on an international firm. * The key drivers affecting the internationalization of business * Arguments supporting globalization and concerns with globalization.   ***Keys Terms:***  Controllable forces, economic globalization, exporting, foreign direct investment, importing, international business, self-reference criterion, transnational corporation, uncontrollable forces. | ***Skills***  *Students will be able to…*   * Differentiate between international business and domestic business. * Describe the history and theoretical future of international business. * Relate the dramatic internationalization of business to our growing economy. * Analyze the kinds of drivers that are leading firms to internationalize their operations. * Compare the key arguments for and against the globalization of business. | |
| **Stage 2 – Determine Acceptable Evidence** | | | |
| Performance Task(s)   * Students will demonstrate their learning and understanding by producing a report in which they analyze the effects of globalization on the IT industry. * Rubric | | ***Other Evidence:***   * Quiz, Discussion Board. | |
| **Stage 4 – Plan Learning Experiences and Instruction** | | | |
| ***What learning experiences and instruction will enable students to achieve the desired results? How will the design:***   * Global Edge Research Task https://globaledge.msu.edu/ * IB in Practice: Adapting Listerine to Meet the Different Requirements of International Markets * Mini Case: Are You Really Buying American? * Class debate: Arguments for and against the globalization of business. | | | |