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?*
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| **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.
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| ***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.
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| **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.
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| **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.
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