# Module Intro—Unfinished Example

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| Project title | AO Foundation Faculty Compendium | | |
| Compendium level: | **Chairperson** | Module title | **Backward Planning** |
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| **Requirements** |
| * Format: Arial 11, 1.5 line space, max. 5 pages * 1-2 pages: A description of how this module relates to the "The 7 AO Principles of Quality Education" -> please mark the principles in the text * 1-2 pages: The most important theoretical insights on this module's topic * 1 page: Answers to the 5 most important practical questions on this module's topic with links to the specific resources of the module * References used for this intro |

1. **How Backward Planning relates to the “7 AO Principles of Quality Education”?**

The concept of backward planning is at the heart of creating effective education that can impact performance and patient outcomes. The essence is starting all planning with the end in mind—know where you are trying to go before you plan the trip. What gaps in knowledge or competence or patient care can be solved by the creation of effective learning experiences? Needs based education becomes the bedrock of designed learning experiences for health care professionals. Also, many of the faculty, interactive formats and content decisions that will have to be made concerning the educational activity should be based on meeting the identified needs of the target audiences. Knowing the end result that is desired before you select faculty or identify possible barriers to using the knowledge assists in dealing with these realities. Establishing a continuous evaluation process for use before, during and after the learning event can keep you on track for a successful learning experience. Learners are much more motivated to learn if it is clear that the learning objectives are actually relevant to their identified knowledge or competence gaps. Finally, when the learning objectives are based on identified gaps and needs, it is much easier to determine and measure success—reaching the desired learning outcomes. The concepts of backward planning can not only be applied to designing a new learning experience, but also modifying the design of existing learning activities, making changes during an activity, creating lectures, small group activities or hands-on experiences.

1. **The most important theoretical insights on Backward Planning** (not more than 3)
2. Stages of physician learning

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1. Linking education to quality of healthcare delivery

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1. **The 5 most important questions and answers on Backward Planning**
2. ***How can backwards planning be used to modify an existing AO Course?***

Eg, There is a checklist XY (LINK) explaining …

1. ***Where can data be found to better understand the knowledge and performance gaps of learners?***

Eg, In the Report Collection booklet (LINK) you can find all types of reports …

1. ***Why should ‘starting with the end in mind’ come before selecting the most important content and faculty?***

Eg, The journal article XY (LINK) clearly explains the course of backward planning process …

1. ***If faculty are the experts, why is it necessary to understand the learning needs of potential audiences?***

Eg, In the job description of an AO faculty member (LINK) it clearly states …

1. ***Once barriers to application of learning are identified, how can that information be used to improve the selection of content and faculty?***

Eg, In the quick guide "faculty mangements XY" (LINK) you can find suggestion on how to …

1. **References**

Reference 1

Reference 2