Instructional Planning

How to turn Curriculum into Instruction
Curriculum Development Concepts

- Curriculum -- Statements of what is to be learned
- Curriculum statements are grouped into manageable clusters
- Clusters must be sequenced
- Relationships between clusters are defined
- Clusters are assigned titles (course titles)
Course Development

• Always begin with the curriculum
  – What are the intended outcomes?
  – What relation does this course have to other courses?
  – Where does this course fall in the curriculum sequence?
Course Development

• Always begin with the curriculum
• Develop a tentative course outline
Course Development

- Always begin with the curriculum
- Develop a tentative course outline
  - Include major ideas, components or topics
Course Development

- Always begin with the curriculum
- Develop a tentative course outline
  - Include major ideas, components or topics
  - Consult several good resource books
Course Development

• Always begin with the curriculum
• Develop a tentative course outline
  – Include major ideas, components or topics
  – Consult several good resource books
  – Be inclusive and represent relationships between subtopics
Course Development

• Always begin with the curriculum
• Develop a tentative course outline
• Develop a set of Intended Learning Outcomes (ILO’s)
Course Development

- Always begin with the curriculum
- Develop a tentative course outline
- Develop a set of Intended Learning Outcomes (ILO’s)
  - “Intended” -- control and direction of instruction
Course Development

- Always begin with the curriculum
- Develop a tentative course outline
- Develop a set of Intended Learning Outcomes (ILO’s)
  - “Intended” -- control and direction of instruction
  - “Learning” -- intent to effect student learning
Course Development

- Always begin with the curriculum
- Develop a tentative course outline
- Develop a set of Intended Learning Outcomes (ILO’s)
  - “Intended” -- control and direction of instruction
  - “Learning” -- intent to affect student learning
  - “Outcome” -- concern for what the student takes away from the course
Course Development

- Always begin with the curriculum
- Develop a tentative course outline
- Develop a set of Intended Learning Outcomes (ILO’s)
- Develop a Course Rationale
Course Development

• Develop a Course Rationale
  – Provide overall direction
Course Development

• Develop a Course Rationale
  – Provide overall direction
  – Incorporates a set of values and educational goals
Course Development

• Develop a Course Rationale
  – Provide overall direction
  – Incorporates a set of values and educational goals
  – Justifies a set of intended learning outcomes
Course Development

• Develop a Course Rationale
  – Provide overall direction
  – Incorporates a set of values and educational goals
  – Justifies a set of intended learning outcomes
  – Justifies methods and procedures
Course Development

- Always begin with the curriculum
- Develop a tentative course outline
- Develop a set of Intended Learning Outcomes (ILO’s)
- Develop a Course Rationale
- Divide ILO’s into instructional units and lessons
Course Development

• Always begin with the curriculum
• Develop a tentative course outline
• Develop a set of Intended Learning Outcomes (ILO’s)
• Develop a Course Rationale
• Divide ILO’s into instructional units and lessons
• Determine instructional methods
Communicate
(Example Syllabus)

• Identity: title, instructor, location, dates
• Rationale: assumptions, values, justification, fit in the curriculum
• Outline: Units, topic outline, lesson ILO’s, schedule
• References: textbooks, reading list
• Requirements: assignments, evaluation criteria, grading scale
• Other: instructor’s schedule, etc.
Discussion