TCED 6936 - Curriculum, Assessment, and Instruction to Improve Learning

Fall 2026 Syllabus, Section A01, CRN 43613,

Credit hours: 3

Instructor

William Green

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Public Instructor Information

Instructor Title: Lecturer
Instructor Professional Qualifications:
Ed.D., Education Policy, Organization and Leadership, *University of Illinois Urbana-Champaign*
M.S., Special Education (K-12), *Western Governors University*
M.Ed., Learning & Technology, *Western Governors University*
B.S., Early Childhood Education, *Youngstown State University*
Instructor Office Location: Beeghly Hall, Room 2401
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Course Description

6936. Curriculum, Assessment, and Instruction to Improve Learning. Focus on the instructional design process from a practical perspective. Emphasis on planning the curriculum to include content analysis, learning objectives, instructional strategies, and measurement of student achievement. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Instructional Design for Teachers: Improving Classroom Practice (2nd ed.)	Carr-Chellman, A. (2016)	9781138776814
Required	Modern Classroom Assessment	Frey, B. B. (2014)	9781452203492
Optional	Teaching Strategies: A Guide to Effective Instruction (10th ed.)	Orlich, D., Harder, R., Callahan, R., Trevisan, M., Brown, A., & Miller, D. (2013)	9781111832636
Optional	Turning Points 2000: Educating Adolescents in the 21st Century	Jackson, A. W., & Davis, G. A. (2000)	9780807739969
Optional	Understanding by Design	Wiggins, G., & McTighe, J. (2005)	9781416600350

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
10/19	Frey, Chapters 1-3; Carr-Chellman, Foreword and Chapters 1, 2, and 4v	Instructional-design theory and practice; instructional goals; performance objectives; basic block planning	Instructional-design theory and practice; instructional goals; performance objectives; basic block planning
10/26	Carr-Chellman, Chapters 5-7; Frey, Chapter 4	Learner analysis; prerequisite skills; pre-assessment; formative assessment	Discussion; Learner and Prerequisite Skills Analysis; Pre-Assessment; Formative Assessments
11/2	Frey, Chapters 5, 6, 9, 10, and 13	Summative assessment; alignment and measurement of student learning	Summative Written Assessment

11/9	Frey, review Chapter 6 and read Chapters 7-8	Performance-based assessment; authentic assessment; qualitative rubrics	Alternative Performance-Based Assessment; Qualitative Rubric
11/16	Frey, Chapters 9-10; Carr-Chellman, review Chapters 3, 5, and 6	Instructional strategies; teaching for understanding; differentiation; instructional planning	Discussion; Research and Theory of Teaching; Instructional Plans
11/23	Carr-Chellman, Chapters 8-9	Bringing the instructional-design process together; flipped-classroom design	Discussion; Flipped Classroom Task; Critical Task compilation
11/30	Review completed course components and instructor feedback	Course reflection; revisions; professional plan of action	Final Critical Task revisions, if required; Reflection and Plan of Action

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.