

General Information	Name, code and number of credits	EDU302, Curriculum and assessment strategies, 6 ECTS
	Department	Education
	Program (bachelors, master)	Bachelors
	Semester	Fall, 2025
	Subject teacher (s)	Afet Suleymanova
	E-mail:	a.suleymanova@edu.gov.az; afat.suleymanova@khazar.org
	Phone number:	-
	Lecture room	Narimanov building (Tuesday and Fridays)
	Advice hours	Online (at pre-arranged hours)
Prerequisites	EDU 101 Introduction to education	
Language of instruction	English	
Type of subject	Compulsory	
Resources	<p>Required literature:</p> <ol style="list-style-type: none"> Legislative documents: <ul style="list-style-type: none"> Law of the Republic of Azerbaijan on Education Law on Education of student's country State Strategy for the Development of Education in the Republic of Azerbaijan State standards and programs (curricula) of general education Science programs (curricula) Hovard A. Ozmon, Samuel M. Craver, Philosophical Foundations of Education, Prentice-Hall, New Jersey, 2003, digitalized 2012 7th edition (Chapter 4). Afet Suleymanova, "Fundamentals of Education" Baku, 2014 <p>Other literature:</p> <ol style="list-style-type: none"> Teaching Strategies: A Guide to Better Instruction, Donald C. Orlich, Robert J. Harder, Richard C. Callahan, Copyright © 1994 by D.C.Heath and Company, 400 pages. (p.37-72) Strategic reading in the content areas: Practical Applications for Creating a thinking environment, Rachel Bill Meyer, Copyright © 2004 by Rachel Bill Mayer & Associate, Inc, Omaha (Strategy il я reading) Posner, George J. Analyzing the curriculum, USA, New York, Copyright © 2004 by McGraw-Hill Norman E. Gronlund, Writing Instructional Objectives for learning and assessment, Copyright © 2004, by Pearson Education, Upper Saddle River, New Jersey, Ohio, USA,136 p. (p.40-65) Peter F. Oliva. Developing the curriculum, 4th edition 1997, Longman. 	
Course description	<p>Important philosophical, sociological, psycho-pedagogical, and methodological issues presented to students studying in higher education through the course "Basics of General Education Curriculum" provide the formation of knowledge and skills in terms of implementation of the curriculum. The subject once again emphasizes the need for interactive teaching methods.</p>	

Course objectives	<ul style="list-style-type: none"> ✓ To contribute theoretically and practically to the training of professional teachers. ✓ To train teachers with a modern approach to education and the ability to successfully implement new subject curricula. ✓ To assist in training leaders, creators, teachers, and researchers who contribute to improving general education quality. 		
Learning outcomes	<p>At the end of the course: Student</p> <ul style="list-style-type: none"> • Determines his/her pedagogical identity;(PK-28) • Describes the rights, obligations, and responsibilities of educational process participants: students, instructors, parents, and school administrators; (ÜK-1;2;7) (PK-17,28) • Explains recent reforms in general education content in the Republic of Azerbaijan and their reasons. (ÜK-3) • Explains the structure of educational programs (curricula), as well as the scientific foundation and regularities of content standard development and implementation;(PK-24) • Defines learning objectives based on theoretical and practical bases of the content standards. (PK-17,24) • Describes the requirements for learning organization, as well as the forms and methods that aid in the implementation of content standards;(PK-10;11,18,25,29) • Conducts both perspective (year) and daily (lesson) planning to implement content standards; (ÜK-10) (PK-9;15,25) • Interprets modern requirements for evaluating achievement quality and analyzes assessment types, methods, techniques and instruments; (ÜK-11;12) (PK-12;13,23,27) • Evaluates textbook sets regarding modern training organization requirements, identifying benefits and deficiencies. (PK-20) • Widely uses the possibilities of ICT and Artificial Intelligence while performing tasks and group projects. (ÜK-5; 6;7;8,9) (PK-16,21,25,30) • Demonstrates the findings of his research conducted within the context of numerous projects. (PK-1, 21) 		
Teaching methods	Lecture	X	
	Problem-solving	X	
	Group discussion	X	
	Presentation	X	
	Practical assignments	X	
	Out-of-class projects	X	
Assessment	Components	Date/deadline	Interest (%)
	Midterm exam	TBA	30
	Active participation in fulfillment and	Throughout Semester	5

	submission of group works		
	Attendance	Throughout Semester	5
	The project	Throughout Semester	15
	Quiz (1)	Before midterm exam	5
	Final exam	TBA	40
	Final		100
Rules (Teaching Policy and Behavior)	<u>Attendance</u> It is important that students attend all classes. Students must submit information about the missed classes (illness, marital status, etc.) to the dean of the faculty for certain reasons. Students who miss more than 25% of classes are not allowed to take the exam.You can't be late for class. However, the student may be released for the second class.		
	<u>Exam</u> Issues related to the student's participation in the exam or admission to the exam are resolved by the faculty management. The questions of the midterm exam are not repeated in the final exam. During the midterm and final exams, it is forbidden for the student to disrupt the exam and make copy. Students who do not follow this rule will have their exam results canceled and the student will be given a score of 0 (zero). According to university rules, the overall success rate for completing a course is considered to be 60% or higher. A student who fails the exam can take this subject next semester or next year.		
	<u>Active participation</u> To receive full credit, students are expected to demonstrate active participation in the completion and submission of group assignments. It is forbidden to violate the teaching process and ethical rules during the lesson.		
	<u>Quiz</u> A quiz will be organized before the midterm exam to help students prepare for the exam session and to assess their knowledge through formative evaluation. The quiz will consist of close-ended questions, with each question worth 0.5 points.		
	<u>Project</u> Each week, students in groups are expected to present their project findings based on the knowledge gained from the previous topics. Every student will be evaluated on their contribution to the group project. The total score for the project during the semester is 15 points.		
	Tentative schedule		
	Week	Date	Topics to be covered
1.	16/09/2025 19/06/2025	-Acquaintance with students. Topics to be addressed throughout the training course -Working on the self-assessment assignment "What is my	The impact of the teacher's educational philosophy on his/her professional work. Observe a sample lesson on YouTube and determine the teacher's educational philosophy

		educational philosophy" and discussing the results.	<p>based on the teacher's performance (Group project)</p> <ol style="list-style-type: none"> 1. Posner, George J. <i>Analyzing the curriculum</i>, USA, New York, Copyright © 2004 by McGraw-Hill, Chapter 3, p.43-65 2. A.Süleymanova, Təhsilin əsasları, Təhsil Nəşriyyatı, 2014 p.23-52 3. Peter F. Oliva. <i>Developing the curriculum</i>, 4th edition 1997, Longman.p.174-197 4. Chapter 4: Foundational Philosophies of Education – Social Foundations of K-12 Education
2.	23/09/2025 26/09/2025	<p>Presentation of group project findings and verification of perspectives</p> <p>-Educational needs of society and legislative documents: Examining the "Alphabet Holiday" event in terms of educational participants' rights and duties (educator, student, parent, administrator) under the Republic of Azerbaijan's Educational Law.</p>	<p>Observing and assessing an example lesson on YouTube in terms of the teacher's, student's, parent's, and administrator's rights and obligations (Group project).</p> <p>Law of the Azerbaijan Republic "About education" Law of the Azerbaijan Republic "About the general education" A.Süleymanova, <i>Təhsilin əsasları</i>, Təhsil Nəşriyyatı, 2014 p.53-69</p>
3.	30/09/2025 03/10/2025	<p>-General education content reforms: our recent history of reforms, curriculum types.</p> <p>Presentation of group project findings and verification of perspectives</p>	<p>Afet Suleymanova, "Fundamentals of Education" Baku, 2016. P,111</p>
4.	07/10/2025 10/10/2025	<p>-Structure and content comparison of the documents "State standards and programs (curricula) of general education" (2010) and "State standards of general education in the Republic of Azerbaijan" (2020).</p> <p>Discussion of student research findings</p>	<p>Structure and content comparison of the documents "State standards and programs (curricula) of general education" (2010) and "State standards of general education in the Republic of Azerbaijan" (2020).</p>
5.	14/10/2025 17/10/2025	<p>-The features of modern subject curricula</p> <p>-Study of the content and structure of subject curricula (according to</p>	<p>Ralph W.Tyler, <i>Basic principles of Curriculum and instruction</i>, The University of Chicago Press, p.3-32</p>

		specialty): From general to specific - Comparison and completion of the document's incomplete structural scheme (group work)	Afet Suleymanova, "Fundamentals of Education" Baku, 2014, p.110-119 Norman E. Gronlund, Writing Instructional Objectives for learning and assessment, Copyright © 2004, by Pearson Education, ., Upper Saddle River, New Jersey, Ohio, USA, 136 p. Subject curriculum examples. P.1-17
6.	21/10/2025 24/10/2025	Analysis of content standards using the subject curriculum related to the specialization as an example: definition of knowledge categories (Group work). Components of content standards: knowledge and skills. Skills-Taxonomies.	1. Afet Suleymanova, "Fundamentals of Education" Baku, 2014,p.121-122 2. Norman E. Gronlund, Writing Instructional Objectives for learning and assessment, Copyright © 2004, by Pearson Education, ., Upper Saddle River, New Jersey, Ohio, USA, 136 p. P.14-15
7.	28/10/2025 31/10/2025	Cognitive taxonomies. Cognitive taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes (individual and group work)	1. Afet Suleymanova, "Fundamentals of Education" Baku, 2014, p.123-136 2. Norman E. Gronlund, Writing Instructional Objectives for learning and assessment, Copyright © 2004, by Pearson Education, ., Upper Saddle River, New Jersey, Ohio, USA, 136 p, p.123-129
Midterm exam			
8.	04/11/2025 07/11/2025	Emotional taxonomies. Emotional taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes (individual and group work)	1.Afet Suleymanova, "Fundamentals of Education" Baku, 2014, p.141-146 2.Norman E. Gronlund, Writing Instructional Objectives for learning and assessment, Copyright © 2004, by Pearson Education, ., Upper Saddle River, New Jersey, Ohio, USA, 136 p? P.123-136
9.	11/11/2025 14/11/2025	Psychomotor taxonomies. Psychomotor taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes. (Individual and group work)	1. Afet Suleymanova, "Fundamentals of Education" Baku, 2014,p. 137-140 2. Norman E. Gronlund, Writing Instructional Objectives for learning and assessment, Copyright © 2004, by Pearson Education, ., Upper

			Saddle River, New Jersey, Ohio, USA, 136 p. P.123-136
10.	18/11/2025 21/11/2025	Analyzing content standards in the Subject curriculum (varies based on specialty) by knowledge and skill components (group work) Quiz	1. Afet Suleymanova, "Fundamentals of Education" Baku, 2014 p.147-169
11.	25/11/2025 28/11/2025	Analyzing content standards in the Subject curriculum (varies based on specialty) by knowledge and skill components (group work)	1.Afet Suleymanova, "Fundamentals of Education" Baku, 2014 120-146
12.	02/12/2025 05/12/2025	Learning Strategies: Requirements for learning organizations Forms of Learning, Learning methods	1.Afet Suleymanova, "Fundamentals of Education" Baku, 2014 149-162;163-169 2.Evaluation of learning process organization according to video lesson example: requirements for learning organizations, forms of learning and learning methods (Group project)
13.	09/12/2025 12/12/2025	Annual planning. Annual planning requirements. Comparing them to the yearly planning examples in the teacher's manual, evaluating strengths and shortcomings. Presentation of group project findings and verification of viewpoints	1.Afet Suleymanova, "Fundamentals of Education" Baku, 2014 p.261-280 Annual planning. Evaluating the annual planning example in the Teacher's manual in terms of yearly planning needs. Making recommendations on how to close the observed gaps Preparation of group presentations (Group project)
14.	16/12/2025 19/12/2025	Presentation of group project findings and verification of viewpoints Lesson planning, requirements for lesson planning, contrasting them with lesson plans from the teacher's manual, highlighting strengths and weaknesses	1.Afet Suleymanova, "Fundamentals of Education" Baku, 2014 p.280-303 Lesson planning, requirements for lesson planning, contrasting them with lesson plans from the teacher's manual, highlighting strengths and shortcomings. Making recommendations on how to close the identified gaps. Group presentation preparation. (Group project)

15.	23/12/2025 26/12/2025	<p>Assessment. Levels of assessment. School assessment types. Presentation of group project findings and verification of viewpoints</p> <p>Summarize the topics covered in the course.</p>	<p>1.Afet Suleymanova, "Fundamentals of Education" Baku, 2014 p.315-326</p> <p>Assessment. Assessment levels. Different types of school assessments. The current state of their implementation:</p> <ul style="list-style-type: none"> - Observing and assessing an example lesson on YouTube in terms of requirements to school assessment types. - Analyzing the teacher's manual and identifying its strengths and shortcomings. - Making recommendations on how to overcome the identified gaps.
Final exam			