

<b>General information</b>	<b>Name, code and number of credits</b>	EDU302, Curriculum and Assessment Strategies, 6 ECTS
	<b>Department</b>	Education
	<b>Program (bachelors, master)</b>	Bachelor's
	<b>Semester</b>	Spring, 2026
	<b>Subject teacher (s)</b>	Zhala Mammadova
	<b>E-mail:</b>	zhmammadova@khazar.org
	<b>Lecture room</b>	301
	<b>Advice hours</b>	Monday – Friday (12:00-13:00)
<b>Prerequisites</b>	EDU 101 Introduction to Education	
<b>Language of instruction</b>	English	
<b>Type of subject (compulsory/ elective)</b>	compulsory	
<b>Resources</b>	<p><b>Main materials:</b></p> <ol style="list-style-type: none"> <li>1. Gary D. Borich, Effective Teaching Methods (Research-Based Practice). The University of Texas at Austin, Ninth Edition, Pearson, 2017</li> <li>2. Ornstein, A. C., &amp; Hunkins, F. P. (2018). Curriculum: Foundations, Principles, and Issues. <a href="https://www.sagepub.com/sites/default/files/upm-binaries/44334_1.pdf">https://www.sagepub.com/sites/default/files/upm-binaries/44334_1.pdf</a></li> <li>3. Paul Black &amp; Dylan Wiliam (2018) Classroom assessment and pedagogy, Assessment in Education: Principles, Policy &amp; Practice, 25:6, 551-575, DOI: 10.1080/0969594X.2018.1441807</li> </ol> <p><b>Additional materials:</b></p> <ol style="list-style-type: none"> <li>1. Deborah L. Voltz, Michele Jean Sims, Betty Nelson, Connecting Teachers, Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms, ASCD, 2011</li> <li>2. H. Douglas Brown, Language Assessment: Principles and Classroom Practice, Longman, 2004</li> <li>3. <a href="http://egyankosh.ac.in/bitstream/123456789/42522/1/Unit-2.pdf">http://egyankosh.ac.in/bitstream/123456789/42522/1/Unit-2.pdf</a></li> <li>4. <a href="https://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/SLOs/Step%201/Blooms%20Taxonomy%20and%203%20Domains%20of%20Learning.pdf">https://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/SLOs/Step%201/Blooms%20Taxonomy%20and%203%20Domains%20of%20Learning.pdf</a></li> </ol> <p>Materials provided by teacher</p>	
<b>Course description</b>	This course explores curriculum theories, design models, and assessment strategies in higher education and schools. Students will critically examine the role of curriculum in shaping learning experiences and outcomes and will develop practical skills in	

	designing curriculum plans and assessment tools aligned with learning objectives.	
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>– Define and critically evaluate major curriculum theories and models.</li> <li>– Understand the relationship between curriculum, pedagogy, and assessment.</li> <li>– Analyze the impact of cultural, social, and policy contexts on curriculum.</li> <li>– Design effective learning outcomes, teaching strategies, and assessments.</li> <li>– Evaluate different forms of assessment for reliability, validity, and fairness.</li> <li>– Reflect on contemporary issues in curriculum development and assessment.</li> </ul>	
<b>Learning outcomes</b>	<p><b>Upon successful completion of the course the students will have:</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understanding of the relationship between curriculum, pedagogy, and assessment.</li> <li>- Knowledge of international perspectives and emerging trends in curriculum and assessment.</li> <li>- Awareness of policies and quality assurance frameworks influencing curriculum design.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Ability to critically evaluate and adapt existing curricula for different educational contexts.</li> <li>- Skills in developing authentic and performance-based assessments.</li> <li>- Competence in using assessment data to improve curriculum design and teaching practice.</li> <li>- Skills in aligning learning outcomes, teaching strategies, and assessment methods.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>- Commitment to reflective practice and continuous professional development in curriculum and assessment.</li> <li>- Openness to innovation and flexibility in designing learning experiences.</li> <li>- Valuing student voice and participation in curriculum and assessment processes.</li> </ul>	
<b>Teaching methods</b>	<b>Mini Lectures</b>	+
	<b>Group Discussion</b>	+
	<b>Individual</b>	+

	<b>Presentations</b>		
	<b>Group work</b>	+	
<b>Assessment</b>	<b>Components</b>	<b>Date/deadline</b>	<b>Percentage (%)</b>
	<b>Midterm Exam</b>	TBA	30%
	<b>Quiz</b>	TBA	10%
	<b>Student Portfolio (written assignment)</b>		10%
	<b>Group Projects and Presentation</b>		5%
	<b>Participation</b>	During semester	5%
	<b>Activity</b>	During semester	5%
	<b>Final exam</b>	TBA	35%
	<b>Total</b>		100%
	<b>Rules (Teaching policy and behaviour)</b>	<p><b>Class participation and activity</b> This course cannot be successful without your regular participation. Besides, you will be expected to contribute to discussions in each class, demonstrating an enquiring approach to the topics under discussion. You are also expected and highly encouraged to ask questions, make comments, or disagree with what your fellow students or instructor is saying. Following these rules, you can get 10 points (maximal).</p> <p><b>Assignment</b> Assignments and quizzes play an important part in your semester grade. You are expected to do all assignments given by the instructor on time.</p> <p><b>Quizzes</b> During the semester, you will take two quizzes. The first quiz will be held before the mid-term exam and will cover topics taught up to that point. The second quiz will take place in December, before the final exam, and will cover the topics taught after the mid-term exam. you can get 10 points (maximal).</p> <p><b>Student Portfolio (written assignment)</b> You will write one student portfolio (written assignment) consisting of 5 pages (1 title page, 1 reference page, 3 pages of article) during the semester (before and after midterm exam). In case you succeed, you can get 10 points (maximal).</p> <p><b>Course Policy</b></p>	

<p><b>Attendance (Lateness):</b> Attendance is important. Absences can be detrimental to one's grade due to the number of class activities (presentations and class participation) and complexity of the subject.</p> <p><b>Missed exams or assignments:</b> Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p><b>Academic Dishonesty:</b> Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Cheating during tests will be penalized including the possibility of a zero mark on the test.</p>			
<b>Tentative schedule</b>			
<b>Week</b>	<b>Date</b>	<b>Topics to be covered</b>	<b>Tasks/Resources</b>
1.	21.02.2026	<p><b>Introduction to Curriculum Studies</b></p> <p>Course overview,</p> <ul style="list-style-type: none"> <li>- What is 'curriculum'?</li> <li>- definitions of curriculum</li> <li>- types of curriculum</li> </ul>	<p><a href="https://www.sagepub.com/sites/default/files/ubinary/44334_1.pdf">https://www.sagepub.com/sites/default/files/ubinary/44334_1.pdf</a> (page 2-19, 25-32)</p>
2.	28.02.2026	<p><b>Historical and Theoretical Foundations</b></p> <p>Tyler's Rationale, Taba's Model, Stenhouse, Freire. traditional vs critical perspectives.</p>	<p><a href="http://egyankosh.ac.in/bitstream/123456789/42522/1/Unit-2.pdf">http://egyankosh.ac.in/bitstream/123456789/42522/1/Unit-2.pdf</a> (p. page 32-39) (Curriculum Theories) Ornstein &amp; Hunkins (Ch. 2-3, page 95-103)</p>
3.	07.03.2026	<p><b>Curriculum Design Models</b></p> <ul style="list-style-type: none"> <li>- Subject-centered curriculum,</li> <li>- learner-centered curriculum,</li> <li>- problem-based curriculum,</li> <li>- integrated curriculum.</li> </ul>	<p>Ornstein &amp; Hunkins (Ch 6, page 179-201)</p>
4.	14.03.2026	<p><b>Curriculum in Context</b></p> <p>National standards, globalization, cultural and policy influences on curriculum.</p> <p><b>QUIZ</b></p>	<p>Voltz, Sims &amp; Nelson, Connecting Teachers, Students, and Standards (Ch. 1-2).</p>

5.	28.03.2026	<p><b>Writing Learning Outcomes &amp; Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>- Alignment between objectives,</li> <li>- curriculum, and assessment;</li> <li>- 3 domains of learning.</li> </ul>	<p>Crafton Hills PDF (Bloom's Taxonomy)  <a href="https://www.craftonhills.edu/~media/Files/SB/CCD/CHC/Faculty%20and%20Staff/SLOs/Step%201/Blooms%20Taxonomy%20and%203%20Domains%20of%20Learning.pdf">https://www.craftonhills.edu/~media/Files/SB/CCD/CHC/Faculty%20and%20Staff/SLOs/Step%201/Blooms%20Taxonomy%20and%203%20Domains%20of%20Learning.pdf</a></p> <p>Borich (Ch. 4).</p>
7	11.04.2026	<p><b>Introduction to Assessment in Education</b></p> <p>1) Forms of Assessment:</p> <ul style="list-style-type: none"> <li>- Assessment of learning (AL)</li> <li>- Assessment for learning (AfL)</li> </ul> <p>2) Purpose of assessment.</p> <p><b>Traditional Assessment Strategies</b></p> <ul style="list-style-type: none"> <li>- Standardized tests,</li> <li>- reliability,</li> <li>- validity,</li> <li>- objectivity.</li> </ul>	<p>H. Douglas Brown, Language Assessment: Principles and Classroom Practice, Longman, 2004, Language Assessment (Ch. 1–2; 3-4).</p>
<b>Midterm exam</b>			
8	18.04.2026	<p><b>Formative and Summative Assessment</b></p> <p>Feedback for learning; balancing formative &amp; summative approaches.</p> <p><b>Group Project:</b> working in groups, researching one of the topics learnt and preparing a presentation for Week 10.</p>	<p>Black &amp; Wiliam (2018).</p>
9	25.04.2026	<p><b>Alternative &amp; Authentic Assessment</b></p>	<p>H. Douglas Brown, Language Assessment: Principles and</p>

		Portfolios, projects, peer & self-assessment, performance-based assessment. <b>Group Project Presentation:</b> presentation of group project and peer assessment of presentations	Classroom Practice, Longman, 2004, (Ch. 5-6).
10	02.05.2026	<b>Inclusive Curriculum &amp; Assessment</b> Culturally responsive pedagogy; equity and ethics in assessment.	Voltz et al. (Ch. 3–4).
11	09.05.2026	<b>Technology and Innovation in Curriculum &amp; Assessment</b>  Digital assessment tools, AI, e-learning integration. <b>QUIZ</b>	Borich (Ch. 9–10); teacher-provided articles.
12	16.05.2026	<b>Curriculum Evaluation and Reform</b> Program evaluation models; curriculum change and innovation.	Ornstein & Hunkins (Ch. 8).
13	23.05.2026	<b>STUDENT PORTFOLIO – WRITTEN ASSIGNMENT</b>  Write 3 pages of article (plus 1 title page and 1 reference page) choosing one topic from below and submit it. Assignment topics:  Curriculum Analysis Select a curriculum document (national curriculum, a university program, or a school syllabus). Analyze it using one curriculum theory or model (Tyler, Taba, Stenhouse, Freire, etc.). Discuss its strengths, weaknesses, and cultural/contextual influences.  Assessment Strategy Evaluation Compare two assessment methods (e.g., standardized test vs project-based assessment). Discuss reliability, validity, fairness, and inclusivity.	

		<p>Propose improvements/adaptations for diverse learners.</p> <p>Design a Mini-Curriculum Unit</p> <p>Create a 2-week unit plan (topic of your choice) with learning outcomes, teaching methods, and assessments. Explain how you ensured alignment between objectives, curriculum, and assessment.</p> <p>Inclusive Teaching &amp; Assessment Reflection</p> <p>Using Voltz et al. (2011), reflect on how inclusive strategies can be embedded in curriculum and assessment. Provide examples from your own educational experiences or observations.</p> <p>Critical Reflection on Feedback &amp; Learning</p> <p>Read Black &amp; Wiliam (2018) and reflect on the role of formative assessment and feedback in your own learning. Connect theory to your student experience.</p> <p>Curriculum Reform Proposal</p> <p>Choose an educational setting you are familiar with (school, university, vocational program). Identify a curriculum/assessment challenge. Propose a reform plan (justify with course theories + practical strategies).</p> <p>Technology in Assessment</p> <p>Critically evaluate how digital tools (online exams, AI grading, e-portfolios) are shaping assessment. Discuss benefits, risks, and ethical issues.</p>	
14	30.05.2026	<b>Final Review, reflections and discussions</b>	

**Final exam**