

General Information	Name, code and number of credits	EDU302 Basics of curriculum in general education/ Curriculum and assessment strategies , 6 AKTS
	Department	Education
	Program (bachelors, master)	Bachelors
	Semester	2024, Fall
	Subject teacher (s)	Afet Suleymanova
	E-mail:	a.suleymanova@edu.gov.az; afetstf@mail.ru
	Phone:	0556852664
	Lecture room	Narimanov building
	Advice hours	Online (at pre-arranged hours)
Prerequisites	No	
Language of instruction	English	
Type of subject	Compulsory	
Resources	<ol style="list-style-type: none"> 1. Law of the Republic of Azerbaijan on Education 2. Law on Education of student's country 3. State Strategy for the Development of Education in the Republic of Azerbaijan 4. State standards and programs (curricula) of general education 5. Science programs (curricula) 6. Hovard A. Ozmon, Samuel M. Craver, Philosophical Foundations of Education, Prentice-Hall, New Jersey, 2003, digitalized 2012 7th edition (Chapter 4). (p.1-13; 337-369) <ol style="list-style-type: none"> 1. Afet Suleymanova, "Fundamentals of Education" Baku, 2014 (p.39-47; 55-58; 29-63; 111-146; 148-253; 261-311; 316-325; 330-334) <p>Other literature:</p> <ol style="list-style-type: none"> 1. 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) 2. 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) 3. Posner, George J. Analyzing the curriculum, USA, New York, Copyright © 2004 by McGraw-Hill 4. 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) 	
Course description	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.	

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:</p> <p>Student</p> <ul style="list-style-type: none"> • Determines his/her pedagogical identity;(PK-3) • Describes the rights, obligations, and responsibilities of educational process participants: students, instructors, parents, and school administrators; (ÜK-1;2;7) (PK-7,9;12) • 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-2) • Defines learning objectives based on theoretical and practical bases of the content standards.(PK-2) • Describes the requirements for learning organization, as well as the forms and methods that aid in the implementation of content standards;(PK-2;3;4;5;7;9) • Conducts both perspective (year) and daily (lesson) planning to implement content standards; (ÜK-10) (PK-2;3;5) • Interprets modern requirements for evaluating achievement quality and analyzes assessment types, methods, techniques and instruments; (ÜK-11;12) (PK-2;6;9;10) • Evaluates textbook sets regarding modern training organization requirements, identifying benefits and deficiencies. (PK-2;4;9) • Widely uses the possibilities of ICT and Artificial Intelligence while performing tasks and group projects. (ÜK-5; 6;7;8,9) (PK-2;3;10;11;13) • Demonstrates the findings of his research conducted within the context of numerous projects. (PK-2;3;4;10;11) 	
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		30
	Active participation in fulfillment and submission of group works		5
	Attendance		5
	The project		15
	Assignment and tests (quiz)		5
	Final exam		40
	Final		100
Topics to be covered	<ul style="list-style-type: none"> • The impact of teachers' educational philosophy on teaching processes; • Educational needs of society and their legal provision; • Content reforms in education: our recent history (In Azerbaijan); • Curriculum and its types; • Structure of the document "State standards and programs (curricula) of general education» and the relevant document; • Characteristics and structure of subject programs (curricula); • Classification of content standards by components: categories of knowledge; • Classification of content standards by components: types of activities, taxonomies; • Educational taxonomies: Cognitive taxonomy; • Educational taxonomies: Emotional taxonomy; • Educational taxonomies: Psychomotor taxonomy; • Defining learning objectives taking into account the knowledge and activity components of content standards • Requirements for the organization of learning. • Forms of learning organization. • Learning organization methods. • Perspective (annual) planning: • Current (lesson) planning • Levels of assessment • Types of assessment • In-school assessment 		
Rules (Teaching Policy and Behavior)	<p>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.</p> <p>You can't be late for class. However, the student may be released for the second class.</p> <p>Issues related to the student's participation in the exam or admission to the exam are resolved by the faculty management. Intermediate and final</p>		

	<p>exam topics are given to students before the exam. The questions of the midterm exam are not repeated in the final exam.</p> <p>During the intermediate 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).</p> <p>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.</p> <p>It is forbidden to violate the teaching process and ethical rules during the lesson.</p>
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(Tentative schedule)			
Week	Date	Topics	Tasks/Resources
1	17.09.2024	<p>Acquaintance with students. Topics to be addressed throughout the training course.</p> <p>Working on the self-assessment assignment "What is my educational philosophy" and discussing the results.</p>	<p>A teacher's educational philosophy impacts his/her professional work.</p> <p>Observe a sample lesson on YouTube and determine the teacher's educational philosophy based on the teacher's performance (Group project). Out of class time (2 points).</p>
2	24.09.2024	<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>Observation and assessment of an example lesson on YouTube regarding the teacher's, student's, parent's, and administrator's rights and obligations (Group project). Out of class time (2 points)</p>
3	01.10.2024	<p>Presentation of group project findings and verification of perspectives.</p> <p>General education content reforms: our recent history of reforms, curriculum types.</p>	<p>Afet Suleymanova, "Fundamentals of Education" Baku, 2014 (p.39-47)</p>

4	08.10.2024	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).	Afet Suleymanova, "Fundamentals of Education" Baku, 2014 (p. 55-58) Discussion of student research findings.
5	15.10.2024	The features of modern subject curricula. Study of the content and structure of subject curricula (according to 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. 29-63)
6	22.10.2024	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.	Afet Suleymanova, "Fundamentals of Education" Baku, 2014 (p. 111-146)
7	29.10.2024	Cognitive taxonomies. Cognitive taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes. Cognitive taxonomies. Cognitive taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes (individual and group work).	Afet Suleymanova, "Fundamentals of Education" Baku, 2014 (p. 148-253)
8	05.11.2024	Emotional taxonomies. Emotional taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes. Emotional taxonomies. Emotional taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of	Afet Suleymanova, "Fundamentals of Education" Baku, 2014 (p. 261-311)

		learning outcomes (individual and group work).	
9	12.11.2024	Psychomotor taxonomies. Psychomotor taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes. Psychomotor taxonomies. Psychomotor taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes. (individual and group work).	Afet Suleymanova, "Fundamentals of Education" Baku, 2014 (p. 316-325)
10	19.11.2024	Midterm exam Analyzing content standards in the Subject curriculum (varies based on specialty) by knowledge and skill components (group work).	Afet Suleymanova, "Fundamentals of Education" Baku, 2014 (p.330-334)
11	26.11.2024	Learning Strategies: Requirements for learning organizations. Forms of learning, Learning methods.	Evaluation of learning process organization according to video lesson example: requirements for learning organizations, forms of learning, and learning methods (Group project). Out of class time (2 points).
12	03.12.2024	Presentation of group project findings and verification of viewpoint. Annual planning. Annual planning requirements. Comparing them to the yearly planning examples in the teacher's manual, evaluating strengths and shortcomings.	Annual planning. Evaluating the annual planning example in the Teacher's manual regarding yearly planning needs. Making recommendations on how to close the observed gaps Preparation of group presentations (Group project). Out of class time (3 points)

13	10.12.2024	<p>Presentation of group project findings and verification of viewpoints.</p> <p>Lesson planning, requirements for lesson planning, contrasting them with lesson plans from the teacher's manual, highlighting strengths and weakness.</p>	<p>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) Out of class time (3 points)</p>
14	17.12.2024	<p>Presentation of group project findings and verification of viewpoints.</p> <p>Assessment. Levels of assessment. School assessment types.</p>	<p>Assessment. Assessment levels. Different types of school assessments. The current state of their implementation: - 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. - Presentation of group research findings (Group project). Out of class time (3 points)</p>
15	24.12.2024	<p>Summarize the topics covered in the course.</p>	<p>Presentation of group project findings and verification of viewpoints.</p>
<p>FINAL EXAM</p>			