

General Information	Name, code, and number of credits	EDU 302 Curriculum and assessment strategies, 6 ECTS	
	Department	Education	
	Program (bachelors, master)	Bachelors	
	Semester	Spring 2024	
	Subject teacher (s)	Afet Suleymanova	
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	Lecture room / Table		
	Advice hours	Online (at pre-arranged hours)	
Language of instruction	English		
Type of subject (compulsory, elective)	Compulsory		
Textbook and additional literature	Ralph Tyler <i>Basic principles of curriculum and instruction, University of Chicago, 1969</i> Peter Oliva <i>Developing the curriculum, Forth edition, United States, 1997</i> A.Suleymanova, Foundation of education, Tehsil, 2014		
Resourses	<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- 7. Hall, New Jersey, 1999 5th edition (Chapter 4). 8. Afet Suleymanova, "Fundamentals of Education" Baku, 2014 Other literature: <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 ... 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. 		
Teaching methods	Lecture		✓
	Problem-solving		✓
	Group discussion		✓
	Presentation		✓
	Practical assignments		✓
	Out-of-class projects		✓
Assessment	Components	Date / deadline	Percentage (%)
	Midterm exam		30
	Active participation in the fulfillment and		5

	submission of group works		
	Attendance		5
	The project		15
	Assignment and tests (quiz)		5
	Final exam		40
	The end		100
Course outline	Important philosophical, sociological, psycho-pedagogical, 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 the training of leaders, creators, teachers, and researchers who contribute to the improvement of 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; • Describes the rights, obligations, and responsibilities of educational process participants: students, instructors, parents, and school administrators; • Explains the structure of educational programs (curricula), as well as the scientific foundation and regularities of content standard development and implementation; • Describes the requirements for learning organization, as well as the forms and methods that aid in the implementation of content standards. • Conducts both perspective (year) and daily (lesson) planning to implement content standards; • Interprets modern requirements for evaluating achievement quality and analyzes assessment techniques and instruments • Describes how to use the new textbook sets; 		
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 and in student's country); • Curriculum and its types; • Structure of the document "State standards and programs (curricula) of general education» and the relevant document in the student's country ; • 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; 		

	<ul style="list-style-type: none"> • 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. 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 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>

№	Issues to be studied	Time	Day
1.	Acquaintance with students. Topics to be addressed throughout the training course	2 hours	1
2.	Working on the self-assessment assignment "What is my educational philosophy" and discussing the results.	2 hours	
	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 based on the teacher's performance (Group project)	Out of class time (2 points)	
3.	Presentation of group project findings and verification of perspectives	2 hours	2
4.	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.	2 hours	
	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).	Out of class time (2 points)	
5.	Presentation of group project findings and verification of perspectives	2 hours	3
6.	General education content reforms: our recent history of reforms, curriculum types	2 hours	
7.	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).	2 hours	4
8.	Discussion of student research findings	2 hours	
9.	The features of modern subject curricula	2 hours	5
10.	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)	2 hours	
11.	Analysis of content standards using the subject curriculum related to the	2 hours	6

	specialization as an example: definition of knowledge categories (Group work).		
12.	Components of content standards: knowledge and skills. Skills-Taxonomies.	2 hours	
13.	Cognitive taxonomies. Cognitive taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes	2 hours	7
14.	Cognitive taxonomies. Cognitive taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes (individual and group work)	2 hours	
15.	Emotional taxonomies. Emotional taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes	2 hours	8
16.	Emotional taxonomies. Emotional taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes (individual and group work)	2 hours	
17.	Psychomotor taxonomies. Psychomotor taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes	2 hours	9
18.	Psychomotor taxonomies. Psychomotor taxonomies' levels, their properties, performance indicators for levels, and their use in the compilation of learning outcomes. (individual and group work)	2 hours	
19.	Quiz	1 hour	10
	Analyzing content standards in the Subject curriculum (varies based on specialty) by knowledge and skill components (group work)	1 hour	
20.	Analyzing content standards in the Subject curriculum (varies based on specialty) by knowledge and skill components (group work)	2 hours	
21.	Learning Strategies: Requirements for learning organizations	2 hours	11
22.	Forms of learning, Learning methods	2 hours	
	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)
23.	Presentation of group project findings and verification of viewpoints	2 hours	12
24.	Annual planning. Annual planning requirements. Comparing them to the yearly planning examples in the teacher's manual, evaluating strengths and shortcomings.	2 hours	
	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)		Out of class time (3 points)
25.	Presentation of group project findings and verification of viewpoints	2 hours	13
26.	Lesson planning, requirements for lesson planning, contrasting them with lesson plans from the teacher's manual, highlighting strengths and weaknesses	2 hours	
	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)
27.	Presentation of group project findings and verification of viewpoints	2 hours	14
28.	Assessment. Levels of assessment. School assessment types.	2 hours	
	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		Out of class time (3 points)

	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)		
29.	Presentation of group project findings and verification of viewpoints	2 hours	15
30.	Summarize the topics covered in the course.	2 hours	
Total		60 hours	15 days
		6 out of class time activities	