

General information	Name, code and number of credits	EDU636, Foundation of Teaching and Learning, 6 ETCS
	Department	Education
	Program (undergraduate, graduate)	Graduate
	Semester	Fall semester of the 2025–2026 academic year
	Subject teacher (s)	Gunay Imanguliyeva
	E-mail:	gimanguliyeva@ada.edu.az
	Phone number:	-
	Lecture room	Narimanov building
	Advice hours	By appointments
Prerequisites	-	
Language of instruction	English	
Type of subject (compulsory/ elective)	Elective	
Textbooks& Resources	<ul style="list-style-type: none"> • Goodson, L., & Vontz, T. (2020). Module 6: Curriculum Planning. <i>EDCI 702: Curriculum, Instruction, and Assessment</i>. • Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A handbook for teaching and learning in higher education: Enhancing academic practice</i>. Routledge. • Schunk, D. H. (2012). <i>Learning theories</i>. Pearson,. • Woolfolk Hoy, A. (2000). Educational psychology in teacher education. <i>Educational Psychologist</i>, 35(4), 257-270. 	
Course description	<p>This course introduces the fundamental principles that underpin teaching and learning. It examines the meaning of teaching and learning, the significance of educational theories, and the roles of teachers and learners. The course provides an overview of the core learning theories—behaviorism, cognitivism, constructivism, and humanism—and considers learner differences, classroom environment, curriculum, lesson planning, assessment, and feedback. Contemporary issues in education, including technology, equity, and global perspectives, are also explored.</p>	
Course objectives	<p>The objectives of this course are to:</p> <ol style="list-style-type: none"> 1. Introduce the basic concepts of teaching and learning 2. Familiarize students with core learning theories 3. Recognize learner differences and promote inclusivity 4. Provide an overview of curriculum, lesson planning, assessment, and feedback 	

	5. Encourage reflection on contemporary issues and personal teaching philosophy		
Learning outcomes	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a clear understanding of teaching and learning by defining key concepts and explaining the significance of educational theories in classroom practice. 2. Explain and compare core learning theories, behaviorism, cognitivism, constructivism, and humanism, and describe how each can inform instructional strategies. 3. Identify and respond to learner differences by recognizing diverse learning needs and suggesting inclusive teaching strategies that support equitable learning opportunities. 4. Apply basic principles of curriculum, lesson planning, assessment, and feedback by outlining simple approaches to designing lessons and evaluating student learning. 5. Develop and articulate a personal philosophy of teaching by synthesizing course concepts, reflecting on personal beliefs, and presenting these ideas clearly in written and oral form. 		
Teaching methods	Lectures to introduce key concepts	Mini projects (lesson plan with feedback strategy) to apply learning in practice	
	Class discussions and group activities encourage critical engagement	Weekly blogs and reflection papers to promote reflective thinking	
	Case studies and examples to connect theory to practice	Presentations to develop communication and application skills.	
Assessment	Components	Date/deadline	Percentage (%)
	Attendance/Participation	Throughout semester	10
	Blogs	Weekly	15
	Reflection Papers (2)	Week 6/12	10
	Presentation	Week 7	5
	Midterm exam	November	25
	Final exam	January	35
	Total		100
Rules (Teaching policy and behaviour)	<p>Attendance:</p> <ul style="list-style-type: none"> • Regular attendance is essential. Absences should be for compelling reasons only. • Students must catch up on all missed coursework; failure to do so may affect grades. • More than 25% absences may result in an administrative fail (FX/ZX). 		

- Students are expected to arrive on time; tardiness of 5+ minutes may be marked as absent.
- Attendance will be recorded at the start of each class.

Communication (Email & Office Hours):

- Inform the instructor of serious illnesses or emergencies prior to class.
- Allow at least 24 hours on weekdays for responses; instructors are not available 24/7. Emails during weekends or holidays may not be answered.
- Emails must be professional: clear subject, proper salutation, correct grammar, and signature. Sloppy emails will not be answered.
- Be specific and constructive in your queries; do not ask about grades via email.
- Check the syllabus, assignment prompts, and rubrics before asking questions.

Attendance/Participation

Students are expected to attend all scheduled class sessions. Attendance will be tracked for each lesson, and students who miss more than two classes without a valid reason may see their grade negatively impacted. Active participation includes engaging in class discussions, asking relevant questions, contributing to group activities, and providing feedback during peer reviews or presentations. Participation is also evaluated based on contributions made to any online discussions or forums.

Weekly blogs

Each student is required to submit a weekly blog which should reflect on the content covered in the class during that week, incorporating readings and personal insights into the material. Students are encouraged to relate theory to their own experiences or consider how the week's topics can be applied in real life. Blogs will be graded based on the depth of reflection, the critical analysis of the concepts discussed, and the quality of writing.

Reflection Papers

Students will complete two short reflection papers during the semester. Each paper (1–2 pages) requires students to reflect on course concepts and connect them to their own experiences, perspectives, or potential teaching practices. The purpose of this assignment is to encourage critical thinking, personal engagement with theories of teaching and learning, and the development of reflective habits that support professional growth.

<p>Presentation</p> <p>Each student will prepare a presentation that integrates the theories and concepts learned throughout the course into a practical teaching scenario. The project will involve designing a lesson plan or curriculum that demonstrates the application of learning theories to real-world teaching. Students will present their projects to the class in a 15-minute presentation, followed by a peer review session.</p> <p>Exams</p> <p>They will cover the topics that will be taught during the course. The exams are designed to evaluate students' comprehension of key concepts and their ability to apply these theories in practical scenarios. The exam will include open-ended questions. Students will need to demonstrate both theoretical knowledge and the ability to analyze teaching situations.</p> <p>Plagiarism</p> <p>Copying or helping on assignments, quizzes, and tests or having someone do your work is considered cheating. You are expected to do your work on your own and use your own thoughts and words for your writing assignments. DO NOT hand in assignments that have been copied from books, from the Internet, or other sources. Therefore, <u>all work</u> that you submit have to be your own.</p> <ul style="list-style-type: none"> ✓ in case of an instructor's suspicions about submission of any task prepared by someone else, you will be required to prove its originality through an additional activity. If you disagree to follow the requirement, your paper will be annulled. ✓ you will get an instructor's oral warning if first 30% is detected before you have been introduced to or you have fully mastered the skills crucial for avoiding plagiarism and your instructor finds it to be unintentional due to the lack of the necessary academic skills. Although you will be given a chance to eliminate the problem, you will anyway have to follow all assigned stages. 			
Tentative schedule			
Week	Date	Topics to be covered	Tasks/Resources
1.		Course Introduction: Course expectations What is teaching? What is learning? Why do theories matter?	Goodson, L., & Vontz, T. (2020). <i>Module 6: Curriculum Planning</i> . EDCI 702: <i>Curriculum, Instruction, and Assessment</i> .

			<p>Schunk, D. H. (2012). <i>Learning theories</i>. Pearson. (Chapter 1: Introduction to Learning Theories)</p> <p>Additional Resources:</p> <p>Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A Handbook for Teaching and Learning in Higher Education</i> (Chapter 1: The Nature of Teaching and Learning).</p> <p>Discussion: Introduce yourself and discuss your own understanding of "teaching" and "learning."</p> <p>Blog Post: Reflect on the role of teachers and students in your own educational experiences.</p>
2.		Teachers and Learners: Roles and Relationships	<p>Schunk, D. H. (2012). <i>Learning Theories</i> (Chapter 2: Behaviorism and Learning).</p> <p>Woolfolk Hoy, A. (2000). <i>Educational Psychology in Teacher Education</i>. Educational Psychologist, 35(4), 257-270.</p> <p>Additional Resources:</p> <p>Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A Handbook for Teaching and Learning in Higher Education</i> (Chapter 6: Approaches to Teaching and Learning).</p> <p><i>Pedagogy of Hope</i> by Paulo Freire (Introduction and selected chapters)</p> <p><i>The Compassionate Classroom: Relationship-Based Teaching and Learning</i> by Sura Hart and Victoria Kindle Hodson</p> <p>Group Discussion: Discuss the shifting roles of teachers and students in a classroom</p> <p>Weekly Blog: Reflect on your role as a learner and how power dynamics play out in your experiences.</p>
3.		Core Learning Theories: Behaviorism	<p><i>Walden Two</i> by B.F. Skinner (novel illustrating behaviorist principles)</p> <p><i>Behaviorism and Learning</i> by D. J. Chown</p>

			<p><i>Principles of Psychology</i> by William James (Introduction to behaviorist psychology)</p> <p>Additional Resources:</p> <p><i>Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges</i> by Mona Delahooke</p> <p><i>Contingencies of Reinforcement</i> by B.F. Skinner</p> <p><u>Weekly Blog:</u> Compare behaviorist methods with more contemporary approaches to teaching.</p>
4.		Core Learning Theories: Cognitivism	<p><i>Cognitive Psychology and Instruction</i> by Roger H. Bruning</p> <p><i>The Cognitive Science of Learning</i> by Bruce E. Moore</p> <p><i>Mindstorms: Children, Computers, and Powerful Ideas</i> by Seymour Papert</p> <p>Additional Resources:</p> <p><i>Cognitive Load Theory</i> by John Sweller</p> <p><i>The Cambridge Handbook of Cognition and Education</i> by John R. Anderson</p> <p>Class Discussion: How does cognitive theory apply to your current educational practices?</p> <p>Weekly Blog: Reflect on how cognitive learning can impact lesson planning.</p>
5.		Core Learning Theories: Constructivism	<p>Schunk, D. H. (2012). <i>Learning Theories</i> (Chapter 5: Constructivism and Learning).</p> <p>Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A Handbook for Teaching and Learning in Higher Education</i> (Chapter 7: Active Learning and Constructivist Approaches).</p> <p>Additional Resources:</p> <p>Goodson, L., & Vontz, T. (2020). <i>Module 6: Curriculum Planning</i>. EDCI 702: <i>Curriculum</i>,</p>

			<p><i>Instruction, and Assessment</i> (Constructivist approaches in curriculum design).</p> <p><i>The Child's Conception of the World</i> by Jean Piaget</p> <p><i>Constructivism in Education</i> by Leslie P. Steffe and Jerry Gale</p> <p>Group Project: Design a lesson plan based on constructivist principles.</p> <p>Class Discussion/Weekly Blog: How can constructivism be applied to a diverse classroom?</p>
6.		Core Learning Theories: Humanism	<p>Schunk, D. H. (2012). <i>Learning Theories</i> (Chapter 6: Humanistic Learning Theories).</p> <p>Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A Handbook for Teaching and Learning in Higher Education</i> (Chapter 3: Humanistic Approaches to Teaching).</p> <p>Additional Resources:</p> <p>Woolfolk Hoy, A. (2000). <i>Educational Psychology in Teacher Education</i>. <i>Educational Psychologist</i>, 35(4), 257-270 (Focus on student-centered learning and motivation).</p> <p>Weekly Blog: Reflect on how humanism can be applied in today's classrooms.</p>
7.		Learner Differences: Styles, Needs, and Inclusivity	<p>Schunk, D. H. (2012). <i>Learning Theories</i> (Chapter 8: Individual Differences and Learning).</p> <p>Goodson, L., & Vontz, T. (2020). <i>Module 6: Curriculum Planning</i>. EDCI 702: <i>Curriculum, Instruction, and Assessment</i> (Focus on inclusive education and differentiated instruction).</p> <p>Additional Resources:</p> <p>Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A Handbook for Teaching and Learning in Higher Education</i> (Chapter 9: Learning Styles and Individual Differences).</p>

			<p>Case Study: Create an inclusive lesson plan that addresses multiple learning needs.</p> <p>Class Discussion/Weekly Blog: How do learning styles impact assessment?</p>
Mid-term exam			
8		Classroom Environment: Motivation and Management Basics	<p>Reading:</p> <p>Schunk, D. H. (2012). <i>Learning Theories</i> (Chapter 7: Motivation in Learning).</p> <p>Woolfolk Hoy, A. (2000). <i>Educational Psychology in Teacher Education</i>. Educational Psychologist, 35(4), 257-270 (Focus on motivation and classroom management).</p> <p>Additional Resources:</p> <p>Goodson, L., & Vontz, T. (2020). <i>Module 6: Curriculum Planning</i>. EDCI 702: <i>Curriculum, Instruction, and Assessment</i> (Effective management strategies).</p> <p>Observation Assignment: Observe a classroom and analyze the management and motivation strategies used.</p> <p>Weekly Blog: Share ideas for motivating diverse learners.</p>
9		Presentations	<p>Schunk, D. H. (2012). <i>Learning Theories</i> (Chapter 9: Social Learning and Critical Pedagogy).</p> <p>Goodson, L., & Vontz, T. (2020). <i>Module 6: Curriculum Planning</i>. EDCI 702: <i>Curriculum, Instruction, and Assessment</i> (Discussion on social justice in cu</p> <p>Additional Resources:</p> <p>Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A Handbook for Teaching and Learning in Higher Education</i> (Chapter 8: Critical Pedagogy and Challenging the Status Quo).</p> <p>Woolfolk Hoy, A. (2000). <i>Educational Psychology in Teacher Education</i>. Educational Psychologist, 35(4), 257-270 (Pedagogy of Hope).</p>

			<p>Class Discussion: Discuss how critical pedagogy can be implemented in your classroom and its potential challenges (curriculum planning).</p> <p>Weekly Blog: Reflect on how Critical Pedagogy aligns with or challenges your understanding of education.</p> <p>Case Study: Analyze a real-world educational issue through the lens of critical pedagogy.</p>
10		Introduction to Curriculum and Lesson Planning	<p>Goodson, L., & Vontz, T. (2020). <i>Module 6: Curriculum Planning</i>. EDCI 702: <i>Curriculum, Instruction, and Assessment</i> (Comprehensive module on planning and designing curriculum).</p> <p>Schunk, D. H. (2012). <i>Learning Theories</i> (Chapter 10: Applying Learning Theories to Curriculum Design).</p> <p>Additional Resources:</p> <p>Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A Handbook for Teaching and Learning in Higher Education</i> (Chapter 10: Curriculum Design and Instructional Planning).</p> <p>Create a Lesson Plan: Design a lesson using backward design principles.</p> <p>Group Discussion: Share and critique each other's lesson plans.</p>
11		Assessment of Learning vs Assessment for Learning	<p>Schunk, D. H. (2012). <i>Learning Theories</i> (Chapter 11: Assessment and Evaluation).</p> <p>Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A Handbook for Teaching and Learning in Higher Education</i> (Chapter 12: Assessment Strategies).</p> <p>Additional Resources:</p> <p>Goodson, L., & Vontz, T. (2020). <i>Module 6: Curriculum Planning</i>. EDCI 702: <i>Curriculum, Instruction, and Assessment</i> (Formative vs. Summative Assessments).</p> <p>Create an Assessment: Design a formative assessment tool for your lesson plan.</p>

			Class Discussion/Weekly Blog: Compare and contrast summative vs. formative assessments.
12		Feedback in Learning: Types of Feedback, Effective use in Classrooms	<p>Schunk, D. H. (2012). <i>Learning Theories</i> (Chapter 12: Feedback and its Impact on Learning).</p> <p>Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A Handbook for Teaching and Learning in Higher Education</i> (Chapter 13: Giving and Receiving Feedback).</p> <p>Additional Resources:</p> <p>Goodson, L., & Vontz, T. (2020). <i>Module 6: Curriculum Planning</i>. EDCI 702: <i>Curriculum, Instruction, and Assessment</i></p> <p>(Using feedback effectively in the classroom).</p> <p>Group Project: Developing a feedback strategy for a classroom scenario.</p> <p>Weekly Blog: Reflect on a time when feedback influenced your learning.</p>
13		Contemporary Issues in Education (Equity, technology, global trends)	<p>Schunk, D. H. (2012). <i>Learning Theories</i> (Chapter 13: Learning in a Digital Age).</p> <p>Fry, H., Ketteridge, S., & Marshall, S. (2008). <i>A Handbook for Teaching and Learning in Higher Education</i> (Chapter 14: Teaching and Learning in the Global Context).</p> <p>Additional Resources:</p> <p>Goodson, L., & Vontz, T. (2020). <i>Module 6: Curriculum Planning</i>. EDCI 702: <i>Curriculum, Instruction, and Assessment</i> (Global education trends and technology integration).</p> <p>Class Discussion: Discuss how equity issues manifest in your educational context.</p>
14		Student project presentations	
15		Course Review	
Final exam			