



Far-western University
Faculty of Education
Bachelor of Education

Course Title: **Learning, Teaching and Assessment**

Course No. : Ed.Psy.232

Level: Undergraduate

Semester: Third

Nature: Theoretical

Credit: 3

Teaching Hours: 48

Course Introduction:

This course intends to provide students with knowledge of the interrelationship of learning, teaching, and assessment. It presents the concepts and various theories of learning. This course emphasizes students' deep understanding of essential aspects of learning and teaching such as motivation, memory, forgetting, and frustration. Students will discuss the concept of teaching and models of teaching. They will analyze teaching as a profession and reflect on how to teach effectively in a diverse classroom. Likewise, the course will provide students with knowledge of concepts of measurement and assessment and non-testing devices. It also includes an understanding of reliability and validity, estimation, and computational techniques for their assessment.

General Objectives:

- a) Describe the learning process and its domains.
- b) Analyse different theoretical perspectives on learning and apply them to enhance learning and teaching.
- c) Critically analyse teaching as a profession.
- d) Employ diverse teaching models for effective pedagogical practices.
- e) Develop the skills among students in constructing test items with essential qualities.
- f) Develop the rubrics of assessment tools and non-testing devices.

3. Contents in Detail with Specific Objectives:

Specific Objectives	Contents
<ul style="list-style-type: none"> Describe the meaning and nature of the learning processes. Examine the fundamental principles of learning. Explain the diverse domains and factors influencing learning Discuss the indigenous ways of learning in the context of Nepal. Explain the concept, types, and affecting factors of memory, forgetting and frustration. Explain Maslow's hierarchy of motivation. Describe the role of a teacher in 	<p>Unit 1: Foundations of Learning (8 Hrs)</p> <p>1.1 Meaning, Definitions, and Nature of Learning.</p> <p>1.2 Principles of Learning.</p> <p>1.3 Domains of Learning (Cognitive, Affective, and Psychomotor)</p> <p>1.4 Factors Influencing Learning</p> <p>1.5 Indigenous ways of Learning in the Context of Nepal</p> <p>1.6 Memory, Forgetting, and Frustrations</p> <p>1.6.1 Concept and Types of Memory</p> <p>1.6.2 Strategies for Better Management of Memory</p> <p>1.6.3 Concept and Causes Forgetting</p>

arousing motivation in classroom teaching.	<p>1.6.4 Concept, Causes, and Adjustment Techniques of Frustrations</p> <p>1.7 Motivation in Learning (meaning, types, motives)</p> <p>1.7.1 Maslow's Hierarchy of Motivation</p> <p>1.7.2 Role of a Teacher in Student Motivation in the Classroom.</p>
<ul style="list-style-type: none"> • Elucidate the behaviorist, cognitive, and constructivist perspectives of learning Theories. • Highlight the pedagogical implications of learning theories based on their experiments. • Clarify the concepts and principles of behaviorism, cognitivism, and constructive learning theories. 	<p>Unit 2: Learning Theories (11 Hrs)</p> <p>2.1 Behaviorist Perspectives of Learning</p> <p>2.1.1 Pavlov's Classical Conditioning</p> <p>2.1.2 Skinner's Operant Conditioning</p> <p>2.1.3 Thorndike's Trial and Error (experiment, concepts, principles and pedagogical implications)</p> <p>2.2 Cognitive Perspectives of Learning: Kohler's Insightful Learning (experiment, concepts, principles, and pedagogical implications)</p> <p>2.3 Constructive Perspectives of Learning</p> <p>2.3.1 Piaget's cognitive Development Theory of Learning (stages, process, and pedagogicalImplications)</p> <p>2.3.2 Vygotsky's Social Constructivism (principles, process, and pedagogical implications)</p>
<ul style="list-style-type: none"> • Explain the concept and importance of teaching • Examine the teaching as a profession • Examine the teaching as an art and sciences • Explain thephases of Teaching • Discuss modernfamilies of teaching models. • Describe theapplication of teaching models in the classroom. 	<p>Unit 3: Concept of Teaching and Teaching Models (13 Hrs)</p> <p>3.1 Concept of Teaching</p> <p>3.1.1 Teaching as a Profession</p> <p>3.1.2 Teaching as an Art and Science</p> <p>3.1.3 Needs and Importance of Teaching</p> <p>3.2 Phases of Teaching (pre-active, interactive, and post-active)</p> <p>3.3 Teaching Models</p> <p>3.3.1 Concept, Characteristics, and Elements of Teaching Models</p> <p>3.1.2 Families of Teaching Models (Social interaction, information processing, Personal Models, and Behavioural Modification)</p> <p>3.4 Selected Teaching Models</p> <p>3.4.1 Group Investigation Model</p> <p>3.4.2 Concept Attainment Model</p> <p>3.4.3 Non-Directive Teaching Model</p> <p>3.4.4 Programmed Instruction Model</p>

<ul style="list-style-type: none"> • Explain the terms ‘test,’ ‘measurement,’ and ‘assessment.’ • Differentiate among ‘test,’ ‘measurement,’ and ‘assessment.’ • Examine the purposes and principles of assessment. • Explain different assessment methods. • Differentiate between norm and criterion assessment. • Discuss the process of planning and constructing easy type and objective test items. • Describe the methods and process of scoring and essay test items and objectives test items. • Construct 10 objective test items of any subject of Basic level and compute difficulty levels, discrimination index, and power of distracters. • Explain the essential characteristics of a good test. • Discuss various methods of estimating reliability and validity. 	<p>Unit 4: Test, Measurement, and Assessment in Education. (11 Hrs)</p> <p>4.1 Concept of Test, Measurement, and Assessment.</p> <p>4.2 Purposes and Principles of Assessment.</p> <p>4.3 Assessment Methods (By Purpose, Format, and Others)</p> <p>4.4 Norm and Criterion Assessment.</p> <p>4.5 Planning and Construction of Subjective Test Items and Objective Test Items</p> <p>4.6 Developing Rubrics for Assessment</p> <p>4.7 Scoring of Essay Questions and Objective Test Items</p> <p>4.8 Analysis of Test Results (Difficulty Level, Discrimination Index, Power of Distracters)</p> <p>4.9 Essential Characteristics of a Good Test. (Reliability, Validity, Objectivity, Usability, and Norms)</p> <p>4.10 Methods of Estimating of Reliability and Validity of a Test</p>
<ul style="list-style-type: none"> • Explain the concept of non-testing devices and assessment techniques • Explain various forms of non-testing Devices for assessment. • Develop rubrics for non-testing devices (Focused on portfolio) • Prepare a portfolio 	<p>Unit 5: Non-testing Devices (5 Hrs)</p> <p>5.1 Non-testing Devices and Assessment Techniques</p> <p>5.2 Types of Non-testing Devices</p> <p>5.2.1 Observation: Rating Scale and Checklist</p> <p>5.2.2 Project Work</p> <p>5.2.3 Portfolio Assessment</p> <p>5.2.4 Anecdotal Records</p> <p>5.2.5 Cumulative Records</p> <p>5.2.6 Self-Evaluation</p> <p>5.3 Developing Rubrics for Non-Testing Devices</p> <p>5.4 Preparation of a Portfolio</p>

4. Instructional Techniques

4.1 General Techniques

- Lecture and discussion
- Demonstration
- Self-study
- Home assignment

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	<ul style="list-style-type: none"> Divide the students into appropriate number of groups Let each group of students self-study specified contents. Let the groups prepare a 2/3-page report Report presentation in the classroom, followed by discussion with constructive feedback. 	
II	<ul style="list-style-type: none"> lecture cum demonstration. Provide reading materials (e-books, journals, papers, etc.) Assignment of Reflective writing individually on the Experiments, Major principles, and their pedagogical implications of Learning Theories Paper presentation in the classroom for discussion with feedback. 	
III	<ul style="list-style-type: none"> lecture cum demonstration of models. provide reading materials about Models of teaching Let the students do micro-teaching on various models of teaching. provide constructive feedback. 	
IV	<ul style="list-style-type: none"> Lecture cum demonstration. Provide reading materials (e-books, journals, papers, etc.) Self-study on Test, measurement and assessment Submission of an Essay Test (5 long, 5 short, and 10 Multiple-choice items) on any specific subject individually. Individual assignment to calculate the reliability and validity of the test. 	
V	<ul style="list-style-type: none"> Questions and answers on non-testing devices; Develop rubrics for non-testing devices. Let the students prepare a portfolio of themselves Discussion and presentation in the classroom by the students. 	

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by the course teacher based on the following activities.

- a) **Attendance and Participation in Class Activities:** **5+5= 10 marks**
- b) **Assignment I: Reflective Notes and Class Presentation:** **5+5= 10 marks**
(Reflective notes on 2 to 4 questions/issues given by the teacher at the end of every unit and presentation on any two questions among them)
- c) **Assignment II: One Term Paper/ Essay/Project and Interview:** **5+5=10 marks**
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)
- d) **Mid-term Exam:** **10 marks**

5.2 External Evaluation (Final Examination) 60%

The office of the Controller of Examinations will conduct the final examination at the end of the semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple-choice items	10 questions	10×1	10
Group B: Short answer questions	6 with 2 'or' questions	6×5	30
Group C: Long answer questions	2 with 1 'or' question	2×10	20

Recommended Books and References

- Hilgard, E.R. & Bower, G.H. (1981). *Theories of learning* (5th ed.). New Delhi: Prentice Hall (Unit 1 and 2).
- Joyce, B. and Weil, M. (2008). *Models of teaching* (8th ed.). New York: Pearson/Allyn and Bacon Publishers (Unit 3).
- Klein, S.B. (2011). *Learning: principles and applications* (6th ed.). London: Sage (Unit 1 and 2)
- Freeman, R. & L. R. (2005). *Planning and implementing assessment* (1st Indian Reprint). India: Kogan Page Limitd (Unit 4 & 5)
- Linn. R. L. & Gronlnd, N. E. (2003). *Measurement and assessment in teaching* (8th ed). India: Pearson Education. (Unit 4 & 5)
- Mangal, S.K. (2007). *Advanced educational psychology* (2nd ed.). New Delhi: PHI Learning Private Limited (Unit 1 and 2).
- Miller, M.D., Linn, R.L& Gronlund, N.E. (2008). *Measurement and assessment in teaching* (10th ed.) New Delhi: Pearson Education (Unit 4 & 5)
- Chaudhary, N. (2021). Unraveling Indigenous Pedagogy: Tracing Dances and Songs of Dangaura Tharus. *International Journal of Multidisciplinary Perspectives in Higher Education*, 6(2), 126–155. <https://ojed.org/index.php/jimphe/article/view/3851> (Unit 1)
- Popham, W.J. (2007). *Classroom assessment: what teachers need to know* (5th ed.) London: Pearson Education. (Unit 4)
- Schunk, D.H. (2008) *Learning theories: an educational perspective* (5th ed.). New York: Pearson/Merrill Prentice Hall (Unit 2)



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 Level: Undergraduate
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 Credit Hours: 3
 Teaching hours: 48

1. Course Description

The course intends to orient the students about the concept of curriculum, Curriculum development procedure, curriculum design, and its implementation in the school. This course enables students to familiarize themselves with the existing basic school curriculum operating in Nepal with the conceptualization of the local curriculum development procedure.

2. General Objectives

After implementation of this course, the students will be able to:

- Describe changing concepts of curriculum.
- Develop the skills to write the various levels of educational objectives.
- Analyze critically the curriculum development process and curriculum designs.
- Explain the models of the curriculum implementation process.
- Develop the skills to construct a local curriculum in Nepal.
- Describe the existing structure of the Basic school curriculum of Nepal.

3. Content with specification objectives

Specific objectives	Content
	Unit 1: Concept of Curriculum (7 Hrs)
<ul style="list-style-type: none"> • Explain the changing concept of curriculum. • Identify different types of Curricula Operating in school. • Show the relationship between curriculum and instruction 	1.1. Meaning and Definition of Curriculum. 1.2. Changing Concept of Curriculum. 1.2.1 Curriculum as Subject Matter 1.2.2 Curriculum as Objective 1.2.3 Curriculum as Experiences 1.2.4 Curriculum as Instructional Plan 1.3. Types of Curriculum (written, taught, learned, supported, assessed and hidden curriculum) 1.4. Relationship Between Curriculum and Instruction
	Unit 2: Curriculum Development (12 Hrs)
<ul style="list-style-type: none"> • Describe the foundation of the curriculum. • Show the relationship among the elements of the curriculum • Prepare different levels of 	2.1. Foundation of Curriculum (Philosophical, historical, psychological, and social foundation of curriculum) 2.2. Elements of Curriculum (objectives, contents, teaching-learning experiences, and evaluation)

<p>objectives according to the taxonomy of objectives.</p> <ul style="list-style-type: none"> • Explain models of Curriculum Development briefly. • Explain the curriculum development Process. 	<p>2.3 Taxonomy of Objectives</p> <p>2.4 Models of Curriculum Developments (Taba's Model, Wheeler's Model, and Decker Walker's Model)</p> <p>2.5 Curriculum Development Process.</p> <p>2.5.1 Needs Identification</p> <p>2.5.2 Determination of Aims, Goals and Objectives</p> <p>2.5.3 Selection and Organization of Content</p> <p>2.5.4 Selection and Organization of Learning Experiences</p> <p>2.5.5 Evaluation</p>
	Unit 3: Curriculum Design (9 Hrs)
<ul style="list-style-type: none"> • Introduce curriculum design. • Discuss the subject-centered, learner-centered, and problem-centered curriculum design. • Differentiate between subject-centered and learner-centered curriculum design. • Explain the Dimensions of curriculum design 	<p>3.1 Introduction of Curriculum Design</p> <p>3.2 Forms of Curriculum Design</p> <p>3.2.1 Subject Centered: Subject, Discipline, and Broad Field Design</p> <p>3.2.2 learner-Centered: Child-Centered, Experience-Centered, and Humanistic Design</p> <p>3.2.3 Problem-Centered: Life Situation and Core Design</p> <p>3.3. Dimensions of Curriculum Design (Scope; Sequence: simple to complex, prerequisite learning, whole to part, chronological learning; continuity, integration, articulation and balance)</p>
	Unit 4: Curriculum Dissemination and Implementation (8 Hrs)
<ul style="list-style-type: none"> • Clarify the meaning of Curriculum Dissemination and Curriculum implementation • Elucidate two models of Curriculum implementation • Identify the factors affecting Curriculum implementation 	<p>4.1. Meaning of Curriculum Dissemination</p> <p>4.2. Concept of Curriculum Implementation</p> <p>4.3. Curriculum Implementation Models (Overcoming resistance to change Model, Organizational development model.).</p> <p>4.4 Factors Affecting Curriculum Implementation</p>
	Unit 5: Existing School Curriculum of Nepal (12 Hrs)
<ul style="list-style-type: none"> • Introduce the National Curriculum Framework of school education-2076. • Lists the national goals of education in Nepal. • Identify the competencies of the Basic School education in Nepal. • Analyze the structure of school school-level curriculum. • Explain the process of constructing a national and local curriculum. 	<p>5.1 Introduction of National Curriculum Framework of School Education -2076 (latest edition)</p> <p>5.2 National Goals of Education</p> <p>5.3 Competencies of Basic School Level</p> <p>5.4 Structure of Basic School-Level Curriculum, Subjects and Weightage</p> <p>5.5 Concept and Needs of Local Curriculum</p> <p>5.6 Process of Constructing National and Local Curriculum</p>

Note: The figures in the parentheses indicate the approximate periods for respective units.

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- Self-study
- Home assignment

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	<ul style="list-style-type: none"> • Divide the students into appropriate number of groups • Provide self-study material regarding the changing concept of curriculum and types of curricula operating in school. • Let the groups discuss and provide assignments to prepare a 250-word argument essay. • Presentation of the assignment in the classroom, followed by discussion with constructive feedback. 	
II	<ul style="list-style-type: none"> • Provide reading materials about the taxonomy of objectives. • Assignment of preparing various levels of objectives according to the taxonomy of educational objectives. • Submission of assignments for constructive feedback. 	
III	<ul style="list-style-type: none"> • Divide the students into appropriate number of groups • Read the materials in the group about the curriculum designs and their dimensions • Paper presentation in the classroom for discussion/seminar with constructive feedback. 	
IV	<ul style="list-style-type: none"> • Lecture cum demonstration. • Provide reading materials (e-books, journals, papers, etc.) • Self-study on Curriculum Implementation Models • Submission of reflective notes on the Curriculum implementations. 	
V	<ul style="list-style-type: none"> • Group assignment to study the school structure, subjects, and weightage of subjects in the schools of Nepal. • School visits by the students. • Discussion with the subject teachers regarding the strengths and weaknesses of their concerned subjects. • Group-wise presentation in the classroom by the students. 	

5. Evaluation Scheme

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Recommended Books and References

- Altrichter, H and – Kepler, J. Curriculum implementation – limiting and facilitating factors. *Context-based learning of science* Nentwig, P and Waddington, D (eds.)(2005): New roles for teachers. Educational leadership. 2, 19 – 21. (Unit 4)
- CDC. (2060 B. S.). *Local curriculum construction guidelines*. Bhaktapur: Ministry of Education (MOE), Curriculum Development Centre (CDC). (For unit 5)
- CDC. (2076 B.S. revised). *National curriculum framework*. Bhaktapur: MOE, CDC. (For unit 5)
- Fullan, M./Pomfret, A.: Research on Curriculum and Instruction Implementation. In: Review of Educational Research 47(1977)1, 335 – 397. (Unit 4)
- Guide for teachers to implement new curricula (2008). Serbia: Vocational education and training reform programme.(Unit 4)
- Kallen, D. (1996). Curriculum reform in secondary education: Planning, development, and implementation. European Journal of Education, 31(1), 43-56. (Unit 2& 4)
- Ornstein, A, & F, Hunkins. (1988). *Curriculum foundations, principles, and theory*. 2nd Ed. Boston: Allyn& Bacon. (Unit 1,2&4)
- Print, M. (1993). *Curriculum development and design*. ed., Malaysia: Allen and Unwin SRM Production Services. (For units 1 and 2)
- Scott, F.B.(1944). Integrating curriculum implementation and staff development. ERIC Clearinghouse on Educational Management, 67(3), 157-161.(Unit 4)
- Taba, H. (1962). *Curriculum development theory and practice*. USA: Harcourt, Brace & World, Inc. (For units 1,2&3)
- Tanner D. & Tanner, L.(1955). *Curriculum development: Theory into practice* (3rd ed.). Columbus, OH: Prentice Hall Publishers. (Unit 3&4)
- Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago press.(Unit 2)