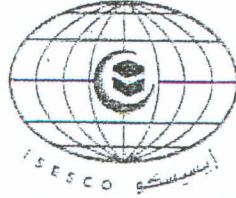


بسم الله الرحمن الرحيم



Organisation islamique
pour l'Education, les Sciences et la Culture
ISESCO

المنظمة الإسلامية للتربية والعلوم والثقافة
إيسيسكو

Islamic Educational, Scientific
and Cultural Organization
ISESCO

Direction générale

الإدارة العامة

General Directorate

O/Ref: D/Ed/2.3.1.4.1/11 0728

Rabat, 7 Mars 2013

Prof Dr. Nik Ahmad Hisham Ismail
Institute of Education
International Islamic University Malaysia (IIUM),
Jalan Gombak
53100 Kuala Lumpur

Subject: HOLDING A NATIONAL TRAINING SESSION FOR HIGHER EDUCATION STAFF ON PLANNING, CURRICULA DEVELOPMENT, RESOURCES MANAGEMENT AND DIVERSIFICATION, AND UNIVERSITY GOVERNANCE IN BAKU, REPUBLIC OF AZERBAIJAN, 22 – 24 APRIL, 2013.

Assalamu Alaikum warahmatu Allah Wabarakatuh,

I would like to send you the Contract and Additional Contract between ISESCO and your good self as "expert" concerning the national training session on the above – mentioned programme.

Kindly sign the said contracts and send it back to us not late than 19 /03/2013.

Awaiting your prompt reply and wishing you all the best, I remain sincerely yours.

Mr. Najib Rhiati/Salih



Director of Education

Encl: The Contract
The Additional Contract

MY



National Training Session for Higher Education Staff on Planning, Curricula Development, Resources Management and Diversification and University Governance

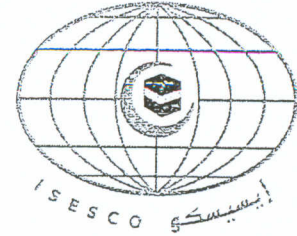
22-24 April 2013

Baku, Azerbaijan

List of participants

1. Mrs. Gultakin Huseynova
Head of Science Department,
Ministry of Education, Republic of Azerbaijan
2. Dr. Muhammad Helal
ISESCO
3. Prof. Dr. Nik Ahmad Hisham
International Islamic University of Malaysia,
Institute of Education
4. Azad Akhundov
Senior Expert, International Relations
Department
5. Nadim Nadjafquliyev
Senior Expert, Higher Education Department,
Ministry of Education
6. Sevil Mammadova
Senior expert, Strategic analysis, Planning and
Human resources department, Ministry of
Education
7. Sevda Abbasova
Senior expert, Strategic analysis, Planning and
Human Resources department
8. Prof. Rasim Hasanov
Director of Azerbaijan Scientific-research
Institute for Scientific Studies
9. Dr. Adil Hasiyev
Dean, Baku State University
10. Dr. Ilham Ahmadov
Assistant professor, Azerbaijan State
Pedagogical University

11. Dr. Nizami Asadov Deputy dean, Baku Slavic University
12. Dr. Subhan Namazov Head of Chair, Azerbaijan Technical University
13. Dr. Zohrab Ibrahimov Head of Doctoral studies Department, Azerbaijan State Economic University
14. Dr. Humeir Ahmadov Head of Department, Azerbaijan Institute of Education
15. Dr. Afet Mammadova Head of Doctoral studies department, Baku State University
16. Dr. Eldar Shahgeldiyev Head of Doctoral studies department, Khazar University
17. Dr. Elza Samadova Dean, Khazar University
18. Dr. Fuad Aliyev Azerbaijan State Economic University
19. Dr. Isa Gasimov Assistant professor, Gafgaz University
20. Dr. Adalat Ibadov Assistant professor, Gafgaz University
-
21. Dr. Tayyar Mustafayev Assistant professor, Gafgaz University
22. Dr. Sardar Shabanov Azerbaijan Scientific-research Institute for Scientific Studies
23. Prof. Afgan Abdullayev Dean, Azerbaijan University of Languages
24. Prof. Oktay Samadov Dean, Baku Slavic University
25. Prof. Isakhan Isakhanli Prorector, Khazar University



NATIONAL TRAINING SESSION

for higher education staff on planning, curricula development, resources management, diversification and university governance.

22 – 24 April 2013

Baku, Azerbaijan

22 April 2013

09 :00 – 09:30	Registration of participants
09:30 -10 :00	Official opening ceremony. Dr.Gultakin Huseynova, <i>Head of Science Department, Ministry of Education, Azerbaijan</i> Dr.Muhammad Helal, ISESCO Representative Adoption of the provisional agenda. Election of chairperson and rapporteur.
10 :00 -10 :30	Session1 <i>“Missions and Functions of Higher Education : Revisiting the World Declaration on Higher Education for Twenty-First Century.”</i> presented by Prof Dr. Nik Ahmad Hisham Ismail, External Expert (1) Discussions
10 :30- 11 :00	Tea break
11 :00-11 :30	<i>mission & functions of Higher Education : Revisiting</i> <i>“Elements and Components of Curriculum Development: A Quest of Excellence for Universities and Colleges in Developing Nations”</i> the Declaration presented by Prof Dr. Nik Ahmad Hisham Ismail, External Expert <i>in Higher Education.</i> (2)
11 :30-13 :00	<i>“Qualifications framework for Lifelong Learning and development of curricula in Azerbaijan”</i> , Dr. Natiq Ibrahimov, Senior Expert, Higher Education department, Ministry of Education. (3)

	<p><i>"Planning, governance and evaluation of education quality"</i> presented by Mr. Ilham Ahmadov, assistant professor of Azerbaijan State Pedagogical University (4)</p> <p><i>"Efficient governance of higher education institution"</i> presented by prof. Afgan Abdullayev, Dean of Azerbaijan University of Languages. (5)</p> <p><i>"Role of students in university governance"</i> presented by prof. Oktay Samadov, prorector of Baku Slavic University (6)</p> <p>Discussions</p>
13:00 -14 :00	Lunch break
14:00-15:30	<p>Session2</p> <p><i>"Provision of employment opportunities for population taking into consideration labour market demands"</i> presented by Mrs. Sevil Mammadova, Senior Expert, Strategic Analysis, Planning and Human Resources department , Ministry of Education</p> <p><i>"Introduction of quality governance in higher education "</i> presented by Mr. Adalat Ibadov, assistant professor of Gafgaz University (7)</p> <p><i>"New trends in development of cooperation between universities and employers"</i> presented by Mr. Tayyar Mustafayev , assistant professor of Gafgaz University (8)</p> <p>Discussions</p>
15:30-16:00	Tea break
16 :00-17 :00	<p><i>"Development of university curricula taking into consideration labour market and employers demands"</i> presented by Mr. Isa Gasimov, assistant professor of Gafgaz University (9)</p> <p><i>"Organising work practice of students "</i> presented by prof. Adil Khasiyev, Dean, Baku State University (10)</p> <p>Discussions</p>

23 April 2013

relevant agencies, students' ability, social needs.
Model training programme in order to fill in the labour market.

→ Main peculiarities of formation of governance behaviour...
- methodology,
need to labour market, annual enrolment, internal standard, should increase higher ed. level.
- We need to

2012, higher education sector should to help staff for self dev. scholarships. Educational train activities.
Session 3 - to train staff on e-technology & training with monitor of ed. → Higher education facilities + data created. Regional development
"Curriculum Implementation: Success Stories and Challenges for Higher Education in Developing Nations." presented by Prof. Dr. Nik Ahmad Hisham Ismail, to set up plan for project. Vocational training system - next phase with
Elements & Components of Curriculum: A Quest for
"Governance of Higher Education: Issues and Challenges in Universities and Colleges Governance." presented by Prof. Dr. Nik Ahmad Hisham Ismail excellence for universities + colleges at the level of nations.
Main peculiarities of formation of governance behaviour, emotional and social competencies of university governing staff." presented by Dr. Elza Samadova, Dean of Education faculty, Khazar University
Discussions
→ to propose dev. of staff. To help some sectors in education facilities in professional dev. of the staff.
- students should to note - Min of Education with

11:00-11:30

Tea break

11:30-13:00

"Planning and governance of scientific research in higher education institutions" presented by prof Rasim Hasanov, Director of scientific-research institute of "Economic studies"
"Doctoral study model in Azerbaijan: comparative analysis" presented by Dr. Zohrab Ibrahimov, Head of Doctoral studies department, Azerbaijan State Economic University
means for doctoral studies.

historical
→ 90's → range of harmonization
and link to Bologna Process / Agreement
studies

"Planning of doctoral studies in universities" presented by prof. Eldar Shakhgeldiyev, Head of Doctoral studies department, Khazar University
Discussions
→ maximum input for future recommendations. Doctoral should vary. → 2) Migration issues - between the universities
→ 3) consortiums for doctoral degree.
→ 4) autonomy in university.
→ What are the justifications for Azerbaijan to

13:00-14:00

Lunch break

14:00-15:30

Session 4
"Organisation of doctoral studies" presented by Dr. Humeir Ahmadov, Scientific-Research Institute of Education, Head of Doctoral Studies department
"Development of subject curricula for Doctoral programmes" presented by Dr. Afet Mammadova, Head of Doctoral studies department, Baku State University
"Evaluation of academic staff in higher education institutions" presented by Dr. Sardar Shabanov, Head of Division, Scientific-research institute of "Economic studies"

→ list of activities for the researcher's not the responsibility of the supervisor
→ to any supervisor to be supervised by the professor in the field of study.
→ 2010, standard of PhD. not needed. → transparency
→ to avoid plagiarism in a PhD check to

own model if you are trying to harmonize within the ED and the world
- supervision of thesis + quality assurance

→ 2010, standard of PhD. not needed. → transparency
→ to avoid plagiarism in a PhD check to - supervision of thesis + quality assurance

BAKU'S WORKSHOP

Elements or Components of Curriculum Development: A Quest for Excellence in Higher Education

CURRICULUM

- ✘ Curriculum is an important element in education.
- ✘ Curriculum functions as the structure and foundation of any educational fields.
- ✘ Curriculum development is more complex and sophisticated as we move up the educational level.
- ✘ Curriculum programme decides the worthiness of a program.
- ✘ A good curriculum motivates educators and students to perform

WHAT IS CURRICULUM

- ✘ Curriculum is “ a running” “a race” “a course”
- ✘ Curriculum is “ a temporal space in which we live”
- ✘ Curriculum is the content of study.
- ✘ Curriculum is a dynamic, ever changing series of planned learning experiences.
- ✘ Curriculum is the study of any and to some extent all educational phenomena, Egan, (1978).
- ✘ What is educational phenomena?

CURRICULUM DEVELOPMENT

- ✘ Curriculum development" describes the *process* of curriculum-making.
- ✘ Curriculum development should reflect universal needs and values yet at the same time emphasizes on the local needs and values.
- ✘ What are the universal needs and values?
- ✘ What are the local needs and values?
- ✘ How do we blended the two approaches together?
- ✘ What are the functions of curriculum developers to convince the authority?

COMPONENTS OF CURRICULUM

1. General aims of Education
2. Curriculum Content or Subject Matter
3. Curriculum Experience
4. Curriculum Evaluation

GENERAL AIMS OF EDUCATION (GAE)

- ✘ GAE consists of aims, goals, and objectives that of an institution seeks to achieve.
- ✘ **Aims:** This is a long term result an institution seeks to achieve. Mostly derived from the philosophy of education of the country of such institution.
- ✘ **Goals:** Is also a long term aim or result, which an institution want to achieve. It usually come from the vision and mission of such institution.
- ✘ **Objectives:** is the short term result which is expected to be achieved at the end of each course or lesson

CURRICULUM CONTENT OR SUBJECT MATTER

- ✘ Curriculum content is the information to be learnt in school, such as compendium of facts concepts theories etc. this could either be:
- ✘ **Subject centered:** Curriculum is organized according to how essential knowledge has been developed in the various subject areas
- ✘ **Learner centered:** Curriculum should be based on students' lives, needs, and interests

CURRICULUM CONTENT OR SUBJECT MATTER

- × Subject-Based Education?
- × Performance-Based Education?
- × Outcome-Based Education?
- × Religious-Based Education?
- × Political-Based Education?
- × Home-Based Education?

CRITERIA USED IN SELECTION OF CONTENT

1. self-sufficiency: Putting in less effort and achieve effective outcome (Scheffler, 1970)
2. significance: to achieve overall aim of the curriculum
3. validity – meaningful to the learner based on maturity, prior experience, educational and social value
4. utility – usefulness of the content either for the present or the future.
5. learnability – within the range of the experience of the learners
6. feasibility – can be learned within the time allowed, resources available, expertise of the teacher, nature of learner

PRINCIPLES TO FOLLOW IN ORGANIZING THE LEARNING

CONTENTS (PALMA, 1992)

BALANCE :

Content curriculum should be fairly distributed in depth and breath of the particular learning are or discipline. This will ensure that the level or area will not be overcrowded or less crowded.

ARTICULATION:

Each level of subject matter should be smoothly connected to the next, glaring gaps or wasteful overlaps in the subject matter will be avoided.

SEQUENCE:

This is the logical arrangement of the subject matter. It refers to the deepening and broadening of content as it is taken up in the higher levels.

CURRICULUM EXPERIENCE

- ✘ The instructional strategies and methods will put into action the goals and use of the content in order to produce an outcome
- ✘ Teaching strategies convert the written curriculum to instruction.
- ✘ Educational activities like field trips, conducting experiments, interacting with computer programs and other experiential learning will also form part of the repertoire of teaching.

GUIDE FOR THE SELECTION OF METHOD

1. Teaching methods are means to achieve the end
2. There is no single best teaching method
3. Teaching methods should stimulate the learner's desire to develop the cognitive, affective, psychomotor, social and spiritual domain of the individual.
4. In the choice of teaching methods, learning styles of the students should be considered.
5. Every method should lead to the development of the learning outcome in three domains.
6. Flexibility should be a consideration in the use of teaching methods

CURRICULUM EVALUATION

- ✘ Curriculum evaluation is a mean to determine whether the educational aims, objectives and goals are achieved.
- ✘ Curriculum evaluation refer to the formal determination of the quality, effectiveness or value of the program, process, and product of the curriculum.

PLAN OF ACTION FOR THE PROCESS OF CURRICULUM EVALUATION.

1. Focus on one particular component of the curriculum. Will it be subject area, the grade level, the course, or the degree program? Specify objectives of evaluation.
2. Collect or gather the information. Information is made up of data needed regarding the object of evaluation.
3. Organize the information. This step will require coding, organizing, storing and retrieving data for interpretation.
4. Analyze information. An appropriate way of analyzing will be utilized.
5. Report the information. The report of evaluation should be reported to specific audiences. It can be done formally in conferences with stakeholders, or informally through round table discussion and conversations.
6. Recycle the information for continuous feedback, modifications and adjustments to be made.

WHY CURRICULUM DEVELOPMENT IN HIGHER INSTITUTION

- ✘ Improvement of what is taught in higher education by revising and including current and relevant content matter.
- ✘ Placing higher education in its local milieu from the western European context .
- ✘ Filling the gaps that currently exist in higher educational programmes.
- ✘ Responding to the needs of society.
- ✘ Responding to research evidence from internal and external efficiency studies of the higher education sub-sector

**A MODEL FOR FACILITATING CURRICULUM DEVELOPMENT IN
HIGHER EDUCATION (WOLF, 2007)**

- ✘ Curriculum Visioning
- ✘ Curriculum Development
- ✘ Alignment, Coordination and Development

CURRICULUM VISIONING

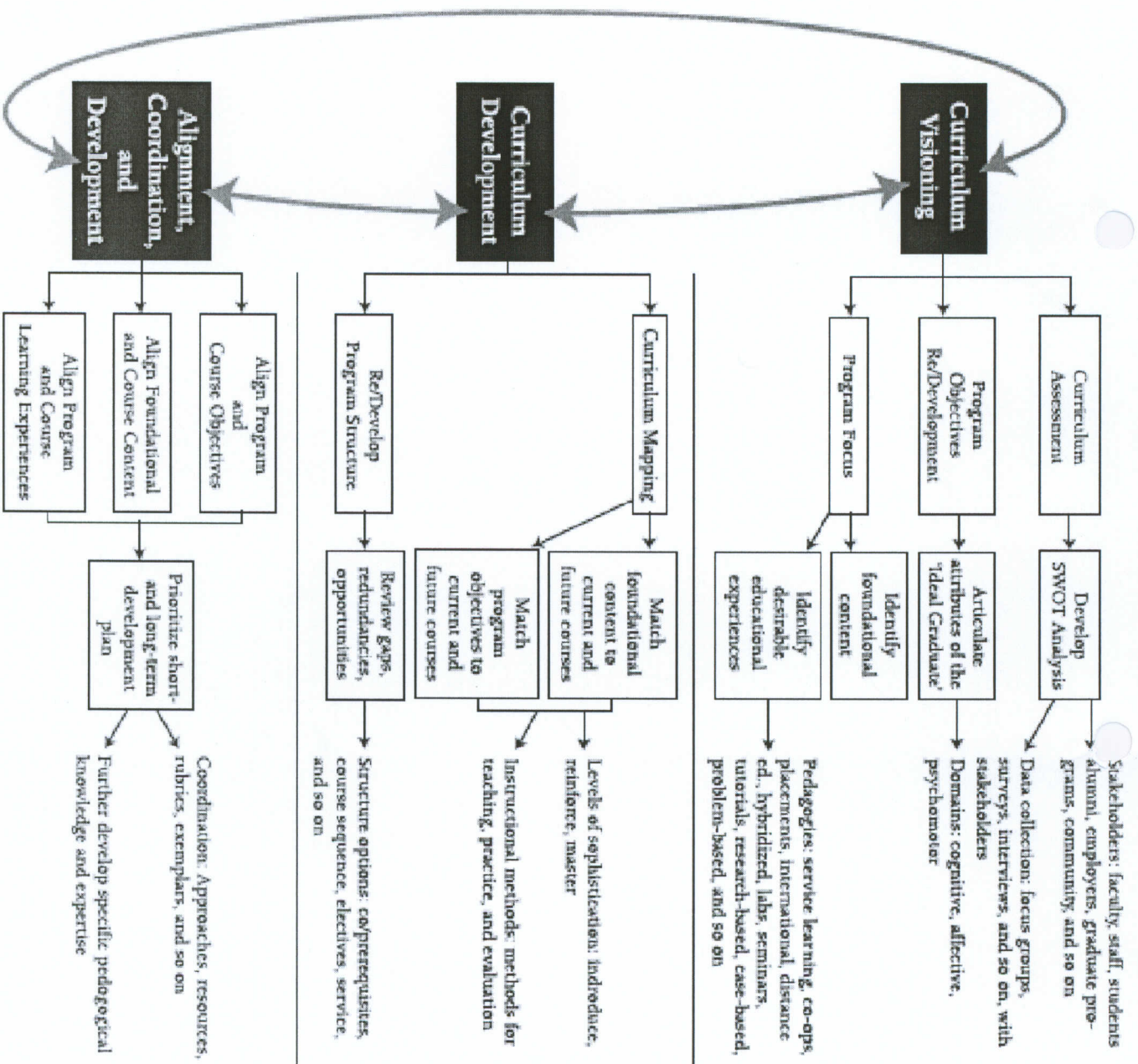
- ✘ This phase includes the following step
- 1. Curriculum Assessment: Development of SWOT Analysis
- 1. Program Objectives Re/Development : Articulate attributes of ideal Graduate
- 1. Program Focus: Identify foundational content and identify desirable educational experiences

CURRICULUM DEVELOPMENT

- ✘ Curriculum Mapping: Match foundational content to current and future courses. Merge program objectives to current and future courses.
- ✘ Re/Develop Program Structure: Review gaps, redundancies and opportunities

ALIGNMENT, COORDINATION AND DEVELOPMENT

- ✘ Align Program and Course objectives
- ✘ Align foundational and course content
- ✘ Align Program and Course Learning experience
- ✘ Prioritize short and long term development plan



CONCLUSION

Curriculum development in higher institution is a continuous process. Due to the fact that we are in a competitive world. If any institution could attain excellence, there is need for regular appraisal, modification and development of the curriculum has highlighted above. This will enable such institution to meet up with the current challenges in the world.

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