

Assessment Questions – Level 1: Foundations of Curriculum Design

Module 1

1. Short Answer Question

Question:

Define “curriculum” in your own words. How does it differ from a “syllabus”?

2. Reflective Response

Question:

Reflect on your current teaching or training practice. Which type of curriculum (formal, informal, hidden) do you engage with the most, and how does it impact your learners?

3. Scenario-Based Question

Scenario:

You are tasked with designing a new course for a group of adult learners who are returning to school to improve their digital skills. These learners have diverse backgrounds and varying levels of prior experience. How will you go about it?

4. Application-Based Question

Question:

You notice your learners are struggling with engagement in a traditional subject-centered course. Identify one change you could make using a learner-centered model to improve engagement.

Module 2

Short Answer

Define each of the 6 Cs of Global Competencies and give one practical example of how it can be demonstrated in a classroom or community setting.

Scenario-Based

You are working on a group project to solve a local environmental issue. How would you apply *Collaboration* and *Critical Thinking* to ensure the project’s success?

Reflective

Which of the 6 Cs do you consider your strongest, and which needs the most improvement? Provide reasons and describe one action you can take to improve the weaker competency.

Application

Design a short learning activity that integrates *Creativity* and *Communication*. Explain how the activity will help students build both skills.

Case Study

A student in your class often struggles to participate in group work due to shyness. Which of the 6 Cs would you focus on to help the student engage more, and what strategies would you use?

Module 3

1. Short-Answer Question

Explain the purpose of a *needs assessment* in curriculum design, and give two methods that can be used to gather relevant data.

2. Scenario-Based Question

You are tasked with designing a curriculum for a new vocational training program. Using the SMART criteria, write one clear, measurable goal for the course.

3. Reflective Question

How can engaging multiple stakeholders (e.g., teachers, parents, policymakers) improve the relevance and effectiveness of a curriculum? Give one example from your own teaching or professional context.

4. Application Question

In the Backward Design Model, what is the first step in the planning process, and why is starting with this step more effective than beginning with activities?

5. Critical Thinking Question

A school has a curriculum that covers all required topics, but student performance remains low. Based on the alignment principles discussed in the module, identify two possible reasons for this problem and propose one strategy to address it.

Module 4

- Short Answer – Explain how Bloom’s Taxonomy can guide the creation of instructional activities that move learners from lower-order to higher-order thinking skills. Provide one example.
- Scenario-Based – A teacher wants to design a lesson for diverse learners without having to create separate plans for each student. Which instructional design framework would you recommend, and what are two strategies from that framework the teacher could use?
- Application – Using the backward design model, outline the three main stages and describe how you would apply them to create a unit on “Environmental Sustainability” for middle school students.
- Reflective – Which learning theory (Behaviorism, Constructivism, Cognitivism, or Connectivism) best matches your teaching style, and why? Give a classroom example.
- Analysis – Review the curriculum map below (provide a short sample in the test). Identify one gap or misalignment between the learning outcomes, activities, and assessments, and suggest how to fix it.