

# Assessing curriculum viability

Citation for published version (APA):

Khan, R. A. (2021). *Assessing curriculum viability*. [Doctoral Thesis, Maastricht University]. Ipskamp. <https://doi.org/10.26481/dis.20210629ra>

## Document status and date:

Published: 01/01/2021

## DOI:

[10.26481/dis.20210629ra](https://doi.org/10.26481/dis.20210629ra)

## Document Version:

Publisher's PDF, also known as Version of record

## Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

## General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

[www.umlib.nl/taverne-license](http://www.umlib.nl/taverne-license)

## Take down policy

If you believe that this document breaches copyright please contact us at:

[repository@maastrichtuniversity.nl](mailto:repository@maastrichtuniversity.nl)

providing details and we will investigate your claim.

## **PROPOSITIONS ACCOMPANYING THE DISSERTATION**

### **Assessing Curriculum Viability**

Rehan Ahmed Khan

1. The curriculum viability framework provides a comprehensive approach to support assessing curriculum quality.
2. Assessing curriculum viability refers to identifying the strengths and weaknesses of a curriculum as well as the reasons for these weaknesses.
3. Assessing curriculum viability is one way forward in the process of determining curriculum quality for curriculum developers, implementers, and reviewers.
4. Student-teacher discussions on inhibitors identified during assessment of curriculum viability further explores the convergence/divergence on these inhibitors.
5. Programmatic assessment provides a comprehensive and clear picture of achievements of students' learning.
6. Synchronous online learning is the humanizing part of Technology Enhanced Learning.
7. Student engagement in synchronous (real-time) learning can be augmented through gamification such as by using Kahoot (online gaming website).
8. Assessing curriculum viability through validated teacher and student questionnaires followed by discussion on curriculum inhibitors can help to improve the curriculum quality.
9. Change is the end result of learning and I take pride in saying that SHE has been instrumental in bringing that change in me.