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| **EDUCATIONAL ADMINISTRATION PROGRAM DISTANCE EDUCATION NON-THESIS MASTER PROGRAM** | | | | | |
| **Course Code** | **Course Name** | **ECTS** | **T+P+L** | **C/E** | **Language** |
| **Fall Semester (I. Semester)** | | | | | |
| 545301013 | Research Methods in Education | 7,5 | 3+0+3 | C | Turkish |
| 545301014 | Educational Administration | 7,5 | 3+0+3 | C | Turkish |
| 545301015 | Social Theory and Education | 7,5 | 3+0+3 | E | Turkish |
| 545301016 | Introduction to Management Science | 7,5 | 3+0+3 | E | Turkish |
| 545301017 | Conflict and Change Management in Education | 7,5 | 3+0+3 | E | Turkish |
| 545301018 | School -Community – Family Relations | 7,5 | 3+0+3 | E | Turkish |
| 545301019 | Comparative Education | 7,5 | 3+0+3 | E | Turkish |
| 545301020 | Human Resources Management | 7,5 | 3+0+3 | E | Turkish |
| 545301022 | Effective School and School Development | 7,5 | 3+0+3 | E | Turkish |
| 545301023 | Ethics in Educational Administration | 7,5 | 3+0+3 | E | Turkish |
| **Total Credit** | |  | **15** |  |  |
| **Spring Semester (II. Semester)** | | | | | |
| 545302010 | Leadership Approaches in Education | 7,5 | 3+0+3 | E | Turkish |
| 545302011 | Educational Policies in Turkey | 7,5 | 3+0+3 | E | Turkish |
| 545302012 | Current Trends in School Administration | 7,5 | 3+0+3 | E | Turkish |
| 545302013 | Supervision and Inspection in Education | 7,5 | 3+0+3 | E | Turkish |
| 545302014 | Reviewing Literature and Reporting | 7,5 | 3+0+3 | E | Turkish |
| 545302015 | Teacher Training in the World and Turkey | 7,5 | 3+0+3 | E | Turkish |
| 545302016 | School Safety and Crisis Management | 7,5 | 3+0+3 | E | Turkish |
| 545302017 | School Curriculum Management | 7,5 | 3+0+3 | E | Turkish |
| 545302018 | School Culture | 7,5 | 3+0+3 | E | Turkish |
| 545302019 | Digitalization Processes in Educational Management | 7,5 | 3+0+3 | E | Turkish |
| **Total Credit** | |  | **15** |  |  |
| **Fall Semester (III. Semester)** | | | | | |
| 545301012 | Term Project | 30 | 0+2+0 | C | Turkish |
| **Total Credit** | | **30** | **0** |  |  |

**Course Load and Graduation:** A minimum of 10 (ten) courses, including a semester project, is required, totaling at least 30 local credits and 60 ECTS credits. The semester project is non-credit and is evaluated as either successful or unsuccessful

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301013 | **COURSE NAME** | Research Methods in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %100 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | Main purpose of this course is to enable students to examine research processes (determining a problem, data collection, data analysis, and interpretation of the results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting. | | | | | | | |
| **COURSE OBJECTIVES** | | | | The objective of this course is to gain ability for performing all aspects of quantitative research. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | 1. to develop understandings about the role of research in science –especially in knowledge management 2. to gain knowledge about research processes and research methods 3. to analyze research in knowledge management field and gaining evaluation ability 4. to think systematically for solving problems in knowledge management field and perform analytical methods 5. to teach data collection, data analysis and evaluation techniques 6. to gain knowledge in writing research proposal and preparing research report | | | | | | | |
| **TEXTBOOK** | | | | * McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company. | | | | | | | |
| **OTHER REFERENCES** | | | | * Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. New York: Routledge. * Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage. * APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları. * Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık. * Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi. * Sipahi, B., Yurtkoru, E. S., & Çinko, M. (2010). Sosyal bilimlerde SPSS’le veri analizi. İstanbul: Beta Yayınları. * Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic principles in educational research |
| 2 | Problem/Purpose |
| 3 | Literature Review |
| 4 | Qualitative and quantitative research designs |
| 5 | Sampling |
| 6 | Experimental research |
| 7-8 | MID-TERM EXAM |
| 9 | Survey research – Correlational research |
| 10 | Causal research |
| 11 | Qualitative and quantitative measurement |
| 12 | Quantitative data analysis |
| 13 | Writing research report |
| 14 | Course evaluation |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

**Instructor(s):**

**Signature: Date:**

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301014 | **COURSE NAME** | Educational Administration |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY ( X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Master degree**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 40 |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | Theoretical and conceptional foundations of Educational Administration; Basic principles of educational management; Classical organization theory and educational management; Neo-classical organizational theory and educational management; Current organizational theory and educational management; Theory and practice in educational management; Developing Educational Administration as a human science in the world and Turkey; Training and attainment of educational administrators and school principals in the in the world and Turkey; School administration and school management process; School law; Management of human resources; Curriculum, instruction, and student services and other services in the school. | | | | | | | |
| **COURSE OBJECTIVES** | | | | By the end of the course students should be able to:  1. understand organizational theories on the educational management  2. understand the theories related to the educational management  3. understand developing the field of Educational Administration in the world and Turkey.  4. understand training and attainment of educational administrators in the world and Turkey.  5. understand education and school management process, problems about educational management and promises. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | students are going to  1. understand organizational theories on the educational management  2. understand the theories related to the educational management  3. understand developing the field of Educational Administration in the world and Turkey.  4. understand training and attainment of educational administrators in the world and Turkey.  5. understand education and school management process, problems about educational management and promises. | | | | | | | |
| **TEXTBOOK** | | | | * Şişman, M.& Turan, S. (2001)**.** Okul Yöneticileri İçin Standartlar: Eğitim Yöneticilerinin Bilgi Temelleri Üzerine Düşünceler, **B. Ü. Sosyal Bilimler Enstitüsü Dergisi,** 3(4), 68-87. * Şişman, M.& Turan, S. (2004)**.** Dünyada ve Türkiye’de Eğitim Yöneticilerinin Yetiştirilmesi, **Türk Eğitim Bilimleri Dergisi**, C. 2, s.1. | | | | | | | |
| **OTHER REFERENCES** | | | | * Bursalıoğlu, Z. (1991). **Eğitim Yönetiminde Teori ve Uygulama**. Ankara: Pegema * Bursalıoğlu, Z. (1999). **Okul Yönetiminde Yeni Yapı ve Davranış**. Ankara: Pegema. * Özden, Y. (Editör) (2004). **Eğitim ve Okul Yöneticiliği El Kitabı**. Ankara: Pegema. * Şişman, M. & Turan, S. (2005)**. Eğitim ve Okul Yönetimi.** A.Yesevi Üniversitesi Ders Notları * Şişman, M. (1994). **Örgüt Kültürü,** Eskişehir: A. Ü. Yayınları * Şişman, M. (2002). **Örgütler ve Kültürler,** Ankara: Pegema. * Şişman, M. (2009). **Türk Eğitim Sistemi ve Okul Yönetimi**. Ankara: Pegema. * Taymaz, H. (2001) **Okul Yönetimi.** Ankara: Pegema * Turan, S. (Editör) (2010). **Eğitim Yönetimi: Teori, Araştırma ve Uygulama**. Ankara: Nobel Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Theoretical and conceptional foundations of Educational Administration |
| 2 | Basic principles of educational management; Classical organization theory and educational management; Neo-classical organizational theory and educational management; Current organizational theory and educational management; |
| 3 | Management processes |
| 4 | Theory and practice in educational management |
| 5 | Developing Educational Administration as a human science in the world and Turkey |
| 6 | Training and attainment of educational administrators and school principals in the in the world and Turkey |
| 7-8 | MID-TERM EXAM |
| 9 | School administration and school management process |
| 10 | Management of human resources |
| 11 | Management of students’ services in the school. |
| 12 | Management of education and training practices in the school. |
| 13 | Management of school |
| 14 | Solutions to the problems of education and school management |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

**Instructor(s):**

**Signature: Date**

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301015 | **COURSE NAME** | Social Theory and Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | % 60 | | |  | | | | | % 40 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Article review | | | | |  |  |
| Research assignment | | | | | 1 | 30 |
| Project | | | | | 1 | 30 |
| Final Exam | | | | | 1 | 40 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | |  |  |
| **PREREQUIEITE(S)** | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | Basics of Educational Philosophy; Culture; Socialization & Gender Stratification; Social Interaction in Everyday Life and Groups & Organizations; Social Stratification; Race and Ethnicity; Family and Religion ; Education and Medicine; Social Change: Modern and Postmodern Societies. | | | | | | |
| **COURSE OBJECTIVES** | | | | The main aim of the course is to define major perspectives in the field of philosophy and sociology. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | By the end of this module students will be able to:   1. Define major perspectives in the field of philosophy and sociology Understand the context of leadership practices 2. Describe and contrast the differences between culture and society Understand the basic tools of educational research and writing 3. Analyze and examine the nature and importance of socialization; 4. Describe and contrast the differences between culture and society 5. Define the concept of deviance in sociological theories; 6. Identify the nature and importance of stratification in Turkish society; 7. Understand the role of prejudice and discrimination 8. Analyze the Turkish family system and education 9. Identify the functions of the major institutions in society 10. List the major characteristics of primary and secondary groups 11. Understand the patterns of dominant group policies on minority groups 12. Analyze the Turkish political and economic system 13. Understand the process of social change and social movements 14. Understand the methods that sociologists use 15. Understand issues in social and economical policies | | | | | | |
| **TEXTBOOK** | | | |  | | | | | | |
| **OTHER REFERENCES** | | | | Giddens, A. (2010). *Sosyoloji*. Ankara: A.  Arslan, A. (2004). *Felsefeye Giriş*. Ankara: Vadi.  Türkdoğan, O. (2002). *Türk Toplum Yapısı (TTY).* İstanbul: Çamlıca Yayınları.  Wagner, P. (1996). *Modernliğin Sosyolojisi.* İstanbul: Sarmal.  Classical Sociological Theory http://www.spc.uchicago.edu/ssr1/PRELIMS/theory.html  The Dead Sociologists' Society http://www.runet.edu/  A Sociology Timeline from 1600 by Ed Stephen http://www.ac.wwu.edu/~stephan/timeline.html SocioRealm: Social Theory http://www.digeratiweb.com/sociorealm/ | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is sociology? |
| 2 | Global change |
| 3 | Culture, socialization, and the individual |
| 4 | Social interaction and everyday life |
| 5 | Conformity, deviance, and crime |
| 6 | The sociology of the body: Eating, illness, and aging |
| 7-8 | MID -TERM |
| 9 | Gender and sexuality; Stratification class and inequality |
| 10 | Ethnicity and race; Life in modern organizations; Government and political power |
| 11 | Work and economic life |
| 12 | Religion; Education, popular culture and mass media |
| 13 | Marriage and family; Urbanism and population |
| 14 | Revolution and Social movements; Global problems |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301016 | **COURSE NAME** | Introduction to Management Science |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY () ELECTIVE ( X ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Sosyal Bilim** |
|  | | %100 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 50 |
| **PREREQUISITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | Organization and management concepts, Organizational system and its features, theories in management and organization, Classical theories in management and organization, Modern approaches in organization and management and educational administration, problems of educational administration in theories in management and organizations, management proces; human relations in management; management of human resources, organizational culture, school management and management processes. | | | | | | | |
| **COURSE OBJECTIVES** | | | | The aim of this course is to define organization and administration science, to explicate educational administration, and its problems with classical and modern theories, human relation and human nature, school management and management processes. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | * Learning the main concepts of administration science, * Having an academic view on administrative processes and approaches, * Explicating organizational and administration theories and discussing this information in the context of concrete problems of educational administration. * Discuusing basic processes and problems in management process and school management. | | | | | | | |
| **TEXTBOOK** | | | | * Etzioni, A. (1969). Modern örgütler, Ankara. ODTÜ İİBF yayını. * Payaslıoğlu, A. T. (1966). Merkezi idarenin taşra teşkilatı üzerinde bir inceleme, Ankara: TODAİE ile DPT ortak yayını. * Gournay, B. (1971). Yönetim bilimine giriş- çağdaş toplumlarda kamu yönetimi. (Çev: İ. Kuntbay), Ankara: TODAİE yayını. * McGregor, D. (1970). Örgütün insan ilişkileri yönü. (Çev: D. Energin), Ankara. ODTÜ İİF yayını. * Fayol, H. (1939). Sınai ve umumi işlerde idare: uzak görme-teşkilâtlandırma-kumanda-ahenkli düzen birliği-kontrol. (Çev: A. Çalıkoğlu), İstanbul: Hilmi Kitabevi. | | | | | | | |
| **OTHER REFERENCES** | | | | * OECD. (1998). Human capital investments. An international Compraison. * OECD. (2009). Educational at a glance. OECD indicators. Paris * Fişek, K. (2005). Yönetim, Ankara: Paragraf Yayınevi. * Fişek, K. (1977). Yönetime katılma, Ankara: TODAİE yayını. * Merkezi hükümet teşkilatı kuruluş ve görevleri: merkezi hükümet teşkilatı araştırma projesi yönetim kurulu raporu. (1966). Ankara. TODAİE yayını. * Drucker, P.F (2000). Gelecek için yönetim - 1990'lar ve sonrası, (Çev.: F. Üçcan), Ankara: Türkiyeİş Bankası Kültür yayınları. * Drucker, P.F (1994). Yönetimin görevleri, sorumlulukları, uygulamaları, (Çev. F. Dilber), Ankara: ODTÜ Yayınları. * Ergun, T. (1997). Postmodernizm ve kamu yönetimi, Amme İdaresi Dergisi, 30(4), 3-16. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Administrative science and basic concepts |
| 2 | Organization and management concepts |
| 3 | Organization as a system and its fundamental features |
| 4 | Management approaches and processes |
| 5 | Classical theories in management and organization |
| 6 | Modern approaches in organization and management |
| 7-8 | MID-TERM |
| 9 | Human nature and human relations |
| 10 | Human relations in management |
| 11 | Human resource management |
| 12 | Organizational culture and its fundamental components |
| 13 | School management and management processes |
| 14 | The problems that exist in school management and processes |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s): Signature: Date

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301017 | **COURSE NAME** | Conflict and Change Management in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Credit** | **Credit** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ()ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** |
|  | | %80 | | | |  | | | | | %20 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | The concept of conflict, the misconceptions and facts about conflict, conflict managemet stratejies, conflict resolution in education, change and related concepts, basic principles and models of change management, resistance to change, leadership in change and conflict process, and research on conflict and change at national and international level. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The objectives of this course are; to learn the basic principles and models of conflict and change management, to analyze resistance against change, to learn how conflict and change management processes and models, to criticize researches and existing practices related to conflict and change management. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Explain concepts related to conflict and evaluate them in school context. 2. Explain concepts related to change and evaluate them in school context. 3. Explore conflict and change management models in school context. 4. It becomes aware of situations that prepare for conflict. 5. Know the causes of resistance to change and innovation. 6. Use strategic planning as a tool of change management. 7. Researches and existings models on conflict and change can be criticized. | | | | | | |
| **TEXTBOOK** | | | | | * Karip, E. (2010). *Çatışma yönetimi*. Pegem Akademi. * Özdemir, S. (2013). *Eğitimde örgütsel yenileşme*. Pegem. * Erdoğan, İ. (2015). *Eğitimde değişim yönetimi*. Ankara: Pegem. | | | | | | |
| OTHER REFERENCES | | | | | * Arslan, Y., & Polat, S. (2016). Eğitim örgütlerinde kuşaklar arası çatışma: nedenleri ve başa çıkma yaklaşımları. *Journal of Kirsehir Education Faculty*, *17*(1). * Folger,J. P., Poole, M. S., & Stutman, R. K. (2013). Çatışma yönetimi: İlişkiler, gruplar ve kuruluşlar için stratejiler (Çev. Ed., F. Akkaoyun). Nobel. * Adair, J. (2015). *Yenilikçi liderlik*. İstanbul: Babıâli Kültür. * Lunenburg, F. C. & Ornstein, A. C. (2013). *Eğitim yönetimi* (Çev. ed.: Gökhan Arastaman). Ankara: Nobel. * Senge, P. (2013). *Beşinci disiplin* (16. Baskı). İstanbul: Yapı Kredi Yayınları. * Watt, D. (2002). How innovation occurs in high schools within the network of innovative schools.: The four pillars of innovation research project. Ottawa: The Conference Board of Canada. * Van den Berg, R. & Sleegers, P. (1996a). Building innovative capacity and leadership. In K. Leithwood, J. Chapman, D. Corson, Ph. Hallinger & A. Hart (Eds.), International Handbook of Educational Leadership and Administration (pp. 653-699). London: Kluwer Academic Publishers. * Geijsel, F., Van Den Berg, R., & Sleegers, P. (1999). The innovative capacity of schools in primary education: A qualitative study. International Journal of qualitative studies in Education, 12(2), 175-191. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Conflict and styles |
| 2 | Misconceptions and facts about the concept of conflict |
| 3 | Conflict management strategies |
| 4 | Conflict resolution in education |
| 5 | Change and related concepts |
| 6 | Basic principles and models in change management |
| **7-8** | **MIDTERM** |
| 9 | Forces for change in school |
| 10 | Conflict and change management and leadership |
| 11 | Resistance to change |
| 12 | Strategic planning as a change model |
| 13 | Educational change and conflict management at local and national level |
| 14 | Criticism of research on organizational change and innovation |
| **15-16** | **FINAL EXAM** |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor:

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301018 | **COURSE NAME** | School -Community – Family Relations |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY () ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Master degree (non-thesis)  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %50 | | | |  | | | | | %50 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | | 1 | 30 |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUISITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Understanding the importance and functions of school-society relations. In this context, analyzing the society of school roles in this socio-culturel and socio-economic processes. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To understand the importance and functions of school- society relations and analyze the society of school roles in this socio- cultural and socio-economic processes. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of the course students should be able to:   1. To analyze productive society school relations functions and methods, 2. To understand the roles and services of school in socio-culturel and socio-economic processes, 3. To understand the main roles of school social development, 4. Teacher candidates must have problem solving skills in social relations and processes. | | | | | | |
| **TEXTBOOK** | | | | | 1. Aydın, A. (2009). *Felsefe*. Ankara: Pegem A Akedemi  2. Ergun, Turgay. (1984). Kamu Yönetimi. Ankara: TODAİE Yayınevi.  3. Kaya, Yahya Kemal. (1985). Eğitim Yönetimi. Ankara: TODAİE Yayınevi.  4. Dewey, J. (2008). Okul ve Toplum. Ankara: Pegem A Akademi. | | | | | | |
| **OTHER REFERENCES** | | | | | . | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | A brief introduction of the course |
| 2 | School as an organization |
| 3 | School roles in socio-culturel processes. |
| 4 | School roles in socio-economic processes |
| 5 | School- society relations |
| 6 | The importance of school- society relations |
| 7-8 | MID-TERM EXAM |
| 9 | To understand the main roles of school in social development, |
| 10 | To understand the main roles of teachers in social development |
| 11 | Shool-family and society relations |
| 12 | Social responsibility |
| 13 | The importance of gaining social responsibility |
| 14 | Teacher candidates must have problem solving skills in social relations and processes. |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature:

Date

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301019 | **COURSE NAME** | Comparative Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | % 60 | | | |  | | | | | % 40 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Article review | | | | | 1 | 20 |
| Research assignment | | | | | 1 | 30 |
| Weekly assignment | | | | | 1 | 20 |
| Comparison Analysis | | | | | 1 | 30 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  |  |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | - Historical look to comparative education  - Trends in comparative education  - Comparative Educational Sciences  - Theory development  - Work on national variation  - International standards, assessment and quality of education  - Borrowing and lending in education  - Higher education and imperialisim  - American education exportation  - Globalization, internationalisation and assimilation of education reforms  - Development, modernization, democratising and education  - Global meanings and international models  - Assimilation and differentiation/homogenity and hybrid forms  - International Education Reform and Policy Implementation  covers the content of this course | | | | | | |
| **COURSE OBJECTIVES** | | | | | This course provides a basis for comparative educational methods, basic concepts and recent trends related to comparative education. It is also expected that this course enables students to determine strenghts and weaknesses of international comparative education research, and identify methodical studies performed about comparative education and concepts worked by scientists. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to:  1. analyze educational administration structures and processes of different countries,  2. compare educational administration practices of different countries,  2. analyze the effectiveness of different educational administration and educational policy practices around the world,  3. compare different educational administration structures with Turkey case. plan, design, interpret and report an independent qualitative research. | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | |
| **OTHER REFERENCES** | | | | | * Altbach, P.G. & Kelly, G. (1984). Education and the Colonial Experience. New Brunswick, Transaction. * Arı, Asım. (2006). İsviçre (Basel) Okul Sistemi, okul Sistemleriyle İlgili farklı bir model, Ankara: Pegem. * Arnove, R.F. & Torres, C.A (1999). Comparative Education. The Dialectic of the Global and the Local. Rowman & Littlefleld, New York. * Bekir Parlak ve Cantürk Caner (2009). Karşılaştırmalı siyasal ve yönetsel yapılar. Aktüel Alfa Yayınları. * Demirel, Özcan. (2000). Karşılaştırmalı eğitim, Ankara: Pegem. * Erdoğan, İrfan. (2003). Karşılaştırmalı Eğitim: Türk Eğitim Bilimleri Çalışmaları İçinde Önemsenmesi Gereken Bir Alan. * Erdoğan, İrfan. Karşılaştırmalı eğitim : çağdaş eğitim sistemleri. – 1. bs. – İstanbul : Sistem Yayıncılık, 1995. * Feinberg, W. & Soltis, J. F. (1992). School and Society. New York: Teachers College Press. * Füsun Akkoyun (2005). Ülkeler ve eğitim sistemleri: Karşılaştırma yazıları. Nobel Yayınevi. * Hesapçıoğlu, M. Özcan, Ş. (2005). Küresel rekabet ortamında Türk Eğitim Sisteminin kalitesi. Ankara: Nobel Yayın Dağıtım. * Max Weber (2005). Bürokrasi ve otorite. Adres Yayınları. * Max Weber (1997). Protestan ahlakı ve kapitalizmin ruhu. Araç Yayınevi. * Mustafa Ergün (1985). Karşılaştırmalı eğitim. * Noah, H. and Eckstein, M. (1998) Doing Comparative Education: Three Decades of * Collaboration. Comparative Education Research Centre, University of Hong Kong. * Phillips, D. and Ertl, H. (2003). Implementing European Union education and training policy : a comparative study of issues in four member states. Dordrecht : Kluwer Academic. Anadolu Üniv Kütüphanesi: LC92 .B3 I543 2003 * Öztürk, H. (2001). Belçika'da ve Türkiye'de zorunlu eğitim. – 1. bs. – Ankara : Nobel, 2001. * Sağlam, Mustafa. (1999). Avrupa ülkelerinin eğitim sistemi, Eskişehir: Anadolu Ü. Yayınları. * Sözer, Ersan. (1997). Üç Avrupa Ülkesinde Eğitim: Almanya, Danimarka, Fransa Eğitim Sistemleri, Eskişehir: Anadolu Ü. Yayınları. * Theda Skocpol (2004). Devletler ve toplumsal devrimler: Fransa, Rusya ve Çin'in karşılaştırmalı bir çözümlemesi. İmge Kitabevi Yayınları. * Türkiye ve AB ülkelerinin eğitim sistemleri. Ankara: MEB Dışilişkiler Genel Müdürlüğü. * Türkoğlu, Adil (1998). Karşılaştırmalı eğitim: Dünya ülkelerinden örneklerle. Adana: Baki Kitapevi. * Ülkeler ve eğitim sistemleri : karşılaştırma yazıları / editör Füsun Akarsu. – Ankara : Nobel Yayın Dağıtım, c2005. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Historical look to comparative education, Trends in comparative education |
| 2 | Comparative Educational Sciences, Theory development |
| 3 | Work on national variation |
| 4 | International standards, assessment and quality of education |
| 5 | Borrowing and lending in education |
| 6 | Higher education and imperialisim |
| 7-8 | MID -TERM |
| 9 | American education exportation |
| 10 | Globalization, internationalisation and assimilation of education reforms |
| 11 | Development, modernization, democratising and education |
| 12 | Global meanings and international models |
| 13 | Assimilation and differentiation/homogenity and hybrid forms |
| 14 | International Education Reform and Policy Implementation |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301020 | **COURSE NAME** | Human Resources Management |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %50 | | | |  | | | | | %50 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | | 1 | 30 |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUISITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course includes issues like development process of human resource management from past to present, selection, recruitment, training and development, evaluation of school staff, problems may arise in these processes and solutions of these problems, new approaches about human resources management. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To obtain an adequate level of theoretical knowledge about human resources management and practice this information in business. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.To explain the human resources management.  2.To evaluate the practices in the human resources development in Turkey and worldwide.  3. To provide solutions to problems arising in the human resources management. | | | | | | |
| **TEXTBOOK** | | | | | 1. Açıkalın, A. (2000).İnsan Kaynağının Yönetimi ve Geliştirilmesi. Ankara: Pegem Akademi Yayıncılık.  2. Canman, D. (2000). *İnsan Kaynakları Yönetimi.* Ankara: Yargı Yayınevi.  3. Eren, A. ve Argon, T. (2003). *İnsan kaynakları yönetimi.* Ankara: Nobel Yayın Dağıtım.  4. Levent, E. (2005). *Türkiye’de insan kaynaklarının geliştirilmesi ve eğitim planlaması.* Ankara: Nobel Yayın Dağıtım.  5. OECD. (1998). Human capital investments. An international Compraison.  6. OECD. (2009). Educational at a glance. OECD indicators. Paris. | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Aydın, A. (2011). Felsefe ve düşünce tarihi (6.bs.). Ankara: Pegem Akademi Yayıncılık  2. Kaya, Y. K. (2009). *İnsan yetiştirme düzenimiz (5.bs.).* Ankara:Pegem Akademi Yayıncılık | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts about the human resources managment |
| 2 | The purpose of the human resources managment |
| 3 | Human resources managment process in past to present |
| 4 | Human resource planning in educational institutions |
| 5 | Selection of human resources in educational institutions |
| 6 | Training of human resources in educational institutions |
| 7-8 | MID-TERM EXAM |
| 9 | Development of human resource in educational institutions |
| 10 | Evaluation of human resources in educational institutions |
| 11 | The role of the school principal human resource development |
| 12 | Problems in the process of managment of human resources in educational institutions |
| 13 | The practices about the human resources managment in Turkey and the world |
| 14 | New perspectives about the human resources managment. |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301022 | **COURSE NAME** | Effective School and School Development |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %70 | | | |  | | | | | %30 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 40 |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | The relationship between effective school research and school development studies; organizational change, development, innovation and school development, school-oriented approaches and models, measurement and evaluation of the outcomes of the school and education, planning of school development, school reform and school development-oriented studies in different countries; responsibility and accountability in education and school management; evaluation of school improvement studies | | | | | | | |
| **COURSE OBJECTIVES** | | | | -to explain the concepts of school reform, organizational effectiveness, effective schools, school development / improvement  -to know the models to determine the effectiveness of school and education  -to recognize approaches and methods to improve school  -to analyze the scope and size of the development process  -to know the school development practices in different countries  -to develop models to improve schools | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of this course, students will be able to;  - explain the concepts of school reform, organizational effectiveness, effective schools, school development / improvement  - know the models to determine the effectiveness of school and education  - recognize approaches and methods to improve school  - analyze the scope and size of the development process  - know the school development practices in different countries  - develop models to improve schools | | | | | | | |
| **TEXTBOOK** | | | | Balcı, A. (2000). Örgütsel Gelişme. Ankara: Pegema.  Balcı, A. (2001). Etkili Okul ve Okul Geliştirme. Ankara: Pegema.  Creemers, Bert P.M. (2002). From School Effectiveness and School Improvement to Effective School Improvement: Background, Theoretical Analysis, and Outline of the Empirical Study. Online Publication Date: 01 October 2002  Education Improvement Commission (2000). School Improvement Planning: A Handbook. Toronto: Routledge.  Handbook of Research on Educational Administration (1998). New York: Longman.  Şişman, M. (2002). Eğitimde Mükemmellik Arayışı-Etkili Okullar-. Ankara: Pegema.  Townsend, T. (2007). (Ed.),International Handbook of School Effectiveness and Improvement, *Springer.* | | | | | | | |
| **OTHER REFERENCES** | | | | Education Improvement Commission (2000). School Improvement Planning: A Handbook. Toronto: Routledge.  Handbook of Research on Educational Administration (1998). New York: Longman.  Şişman, M. (2002). Eğitimde Mükemmellik Arayışı-Etkili Okullar-. Ankara: Pegema.  Townsend, T. (2007). (Ed.),International Handbook of School Effectiveness and Improvement, *Springer.*  Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Meeting, providing information about course content |
| 2 | The concepts of organizational effectiveness, effective schools, school development / improvement, school reform |
| 3 | The relationship between effective school research and school development studies |
| 4 | Organizational change, development, innovation and school development |
| 5 | School-oriented approaches and models |
| 6 | Measurement and evaluation of the outcomes of school and education |
| 7-8 | MID-TERM EXAM |
| 9 | The school development plan |
| 10 | School reform and school-oriented studies in different countries |
| 11 | Responsibility and accountability in school and education management |
| 12 | Models to determine the effectiveness of school and education |
| 13 | The scope and dimensions of the school development process |
| 14 | Evaluation of school improvement studies |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301023 | **COURSE NAME** | Ethics in Educational Administration |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** | |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | Turkish | |
| **COURSE CATAGORY** | | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | %70 | | | |  | | | | | %30 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** | |
| Mid-Term | | | | | 1 | | %30 | |
| Quiz | | | | |  | |  | |
| Homework | | | | | 1 | | %30 | |
| Project | | | | |  | |  | |
| Report | | | | |  | |  | |
| Others (     ) | | | | |  | |  | |
| **FINAL EXAM** | | | | | Final | | | | | 1 | | %40 | |
| **PREREQUIEITE(S)** | | | | | No | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Students discuss the case studies related to ethical problems which they defined with the instructor of the lesson, they analyze them in accordance with ethical principles and methods to solve them. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this lesson is to make students understand ethics, ethics-morality relations, theories of ethics and approaches to ethics. In education, students are also required to order to determine unethical behaviours in these cases and to suggest solutions to correct these behaviours by using ethical decision making process and ethical principles. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | -- | | | | | | | | |
| **COURSE OUTCOMES** | | | | | After completing this lesson schedule, students:  1. Learns concept of ethics and ethics-morality relations.  2. Are familiar with philosophy and theories of ethics.  3. Evaluate ethical approaches related to education  4. Create solutionS to encountered ethical problems learning legal ethical rules and regulations in public in Turkey.  5. Know the differences among the concepts of work, business, professional morals and work ethics  6. Know the respnonsibilities of school leaders as an ethical leaders and ethical management principles,  7. Define the reasons of ethical dilemmas school administrators encountered and produce the solution methods  8. Develop ethical questioning methods in management. | | | | | | | | |
| **TEXTBOOK** | | | | | • Kuçuradi, I. (1999); Etik, 1. Baskı, Ankara: Türkiye Felsefe Kurumu.  • Haynes, F (2002), Eğitimde Etik (Çev. S. K. Akbaş) İstanbul : Ayrıntı Yayınları (Orijinal Eserin Yayım Tarihi 1998).  • Pieper, A. (1999); Etiğe Giriş, (Çev. ATAYMAN, Veysel; SEZER, Gönül), İstanbul : Ayrıntı Yayınları. | | | | | | | | |
| **OTHER REFERENCES** | | | | | • Shapiro, J., P.; Stefkovich, J. A. (2001); Ethical Leadership and Decision Making In Education; First Edition, Lawrence Erlbaun Associates Publishers, Manlwah, New Jersey, London.  • Sergiovanni, T. J. (1992); Moral Leadership: Getting to the Hearth of School Leadership, San Francisco, Jossey – Bass.  • Strike, K; . Haller, E. and Soltis, J. (1988). The Ethics of School Administration, New York and London : Teachers College Press. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, Projection | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Values and Ethics in Theories |
| 2 | Values and Ethics in Theories |
| 3 | Conceptualizations related to Ethics |
| 4 | Values and Ethics in Turkish Public Administration |
| 5 | Values and Ethics in Business |
| 6 | Moral and Ethical Values from the view of School and Education |
| 7-8 | Mid-Tem Exam |
| 9 | Moral and Ethical Dimensions of Education and School Management |
| 10 | Ethics in new conceptualizations related to Leadership |
| 11 | Ethics in Decision Making Process in School |
| 12 | Encountered Ethical Problems in Education and School Management |
| 13 | Encountered Ethical Problems in Education and School Management |
| 14 | Encountered Cultural Problems in Schools in Turkey and Value Education |
| 15-16 | Final Exam |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545302010 | **COURSE NAME** | Leadership Approaches in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | % 60 | | | |  | | | | | % 40 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Article review | | | | |  |  |
| Research assignment | | | | | 1 | 30 |
| Project | | | | | 1 | 30 |
| Final Exam | | | | | 1 | 40 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  |  |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Content of the course is as follows: Concept of leadership; leadership theories; leadership and decision making; leadership and communication; leadership and ethics; vision and leadership; learning organizations and leadership; ledaerhip and the future. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main aim of the course is to introduce leadership theoriese and their use in education school setting. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of this module students will be able to:  1.understand foundations of leadership theories,  2.understand the context of leadership practices,  3.lead of elementary and secondary schools within the context of theory and practice,  4.understand the basic tools of educational research and writing,  develop annotated bibliography on leadership,  5. experience in dealing with controversial issues in leading education. | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Şişman, M. (2002c). **Eğitimde Mükemmellik Arayışı.** Ankara: Pegema. 2. Şişman, M. (2002b). **Öğretim Liderliği.** Ankara: Pegema. 3. Şişman, M. & S. Turan (2001)**. Eğitimde Toplam Kalite Yönetimi.** Ankara: Pegema 4. Keçecioğlu, T. (1998). **Liderlik ve Liderler**. İstanbul: Mavi Kitaplar 5. Wadsworth, W. J. (1999). **Liderlik.** İstanbul: Hayat. 6. Maxwell, J. C. (1999). **Liderlik nitelikleri.** İstanbul: Beyaz. 7. Kotter, J. P. (1998). **Matsushıta liderliği**. İstanbul: Sistem. 8. Fukuyama, F. (1999). **Tarihin sonu ve son insan**. İstanbul: Gün. 9. İnan K. (1993).**Türkiye Gerçeği**. İstanbul: Timaş. 10. Kennedy, J. F. **Cesaret ve fazilet mücadelesi**. İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). **Sivil itaatsizlik ve pasif direniş**. İstanbul: Vadi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concepts of leadership |
| 2 | Leadership theories and paradigms; Visionary theories |
| 3 | The nature of organizational leadership |
| 4 | Leadership studies |
| 5 | Contingency theories |
| 6 | Legitimacy, power and influence in leadership |
| 7-8 | MID -TERM |
| 9 | Transformational leadership |
| 10 | Change and leadership |
| 11 | Social responsibility and leadership |
| 12 | Philosophical foundations of leadership |
| 13 | Ethics in leadership |
| 14 | An integrative theory of leadership |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545302011 | **COURSE NAME** | Educational Policies in Turkey |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | % 75 | | | |  | | | | | % 25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | | 1 | 30 |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUISITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | - Research done about educational politics,  - Outcomes of different educational politics approaches,  - Educational research in terms of technical-conceptual and social aspects,  cover the content of the course. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To explore and understand the importance of educational research in educational politics, to discuss the outcomes of different educational politics approaches, to criticize and develop the educational research in terms of technical-conceptual and social aspects. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to:  1. Recognizes the relationship between education and politics,  2. Identifies and analyzes the policies of education  3. Recognize the concepts of education policy studies  4. Knows that the contemporary debate about education policies  5. understand the importance of educational research and educational politics. | | | | | | |
| **REFERENCES** | | | | | 1. Chubb, J. E. ve Moe T. M. ()1990). Politics, Markets & America's Schools. Washington, D. C.: Brookings Institution.  2.Crowson, R. L., Boyd, W. L., and Mawhinney, H. B. (1996). The Politics of Education and the New Institutionalism. Washington, D. C. : Falmer Press.  3. Heck, R. H. ()2004). Studying Educational and Social Policy. London: Routledge.  4. Peters, B. G. (1993). American Public Policsy: Promise and Performance.New Jersey: Chatham House Publishers.  5. Wirt, F. M. ve Kirst, M. W. (2009). The Political Dynamics of American Education. California: McCutchan.  6. Development plans, Government Programs documents. | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Relationship between education and politics |
| 2 | Relationship between education and politics |
| 3 | Educational Policy Studies |
| 4 | Policy planning and analysis |
| 5 | Concepts and strategies of educational policy studies |
| 6 | Contemporary debates in the field |
| 7-8 | MID-TERM EXAM |
| 9 | The economic dimensions of education |
| 10 | Education, economy and relationships education policy |
| 11 | Educational policies applied in the world |
| 12 | The results of the different education policies |
| 13 | Education policy research |
| 14 | Different methodological and theoretical approaches |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545302012 | **COURSE NAME** | Current Trends in School Administration |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | % 75 | | | |  | | | | | % 25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUISITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Recognizing the problems that the school and the school administrators encounter in the management and education process, with teachers and students and developing recommendations and a perspective towards the solution of these problems. Also examining and criticizing trends in education and school administration and comparing these trends with each other and trends in our country. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Recognizing the problems that the school and the school administrators encounter in the management and education process and developing recommendations and a perspective towards the solution of these problems and examining the trends in education. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. To recognize the problems related to the management process, student, teacher and education services;  2. To learn about other problems encountered outside the scope of the school principal duties;  3. To evaluate and criticizing trends in education and school administration;  4. To evaluate international standards (PIRLS, TIMMS, PISA);  5. To evaluate the OECD and EU standards at different education levels;  6. To compare trends in education and school administration with each other and trends in our country. | | | | | | |
| **REFERENCES** | | | | | Story, M. L. (1952). Controversial Issues and School Administration. The Journal of Educational Sociology, Vol. 25, No. 9 (May, 1952), pp. 520-523.  Development plans, Government Programs documents. | | | | | | |
| **OTHER REFERENCES** | | | | | Harris, P.R. & Moran, R.T. (1996). Managing Cultural Differences. Gulf Publ. Comp.  Deal, T.E. & Kennedy, A.A. (1999). The New Corporate Cultures. Persens Books.  Bolman, L. G. & Deal, T.E. (1997). Reframing Organizations: Artistry, Choice, and Leadership. Jossey-Bass Business & Management.  Aytaç, Kemal. Avrupa Okul Sistemlerinin Demokratlaştırılması. Ankara: Ankara Üniversitesi, Eğitim Bilimleri Fakültesi Yayını No:143, 1985.  Açıkalın, A. (1998). Toplumsal, kuramsal ve teknik yönleriyle okul yöneticiliği. Ankara: Pegem.  Alava, J. Halttunen, L. & Risku, M. (2012). Changing school management. Finnish National Board of Education and authors, Publications: 13. <http://www.oph.fi/download/146781_Changing_school_management.pdf>  Balcı, A. (2011). Etkili okul, okul geliştirme: Kuram uygulama ve araştırma. (5. bs). Ankara: Pegem.  Bakioğlu, A ve ,Demiral, S. (2013). Okul Yöneticilerinin Belirsizlik Durumlarını Algılama ve Karar Verme Tarzları. M.Ü. Eğitim Bilimleri Dergisi. Cilt 38.  Erçetin, Ş. Ş. (2001). Yönetimde Yeni Yaklaşımlar. Ankara: Nobel. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The function of the school, its place in the education system and the duties of school administration |
| 2 | Management process in school and the problems related to the personnel services (teacher, administrator, officer, janitor and other) solution suggestions |
| 3 | Problems related to the student, teacher and education services (social justice, equal opportunities, multicultural education, gender equality, students with disability, crowded schools, school safety etc.) |
| 4 | Problems related to the student, teacher and education services and solution suggestions |
| 5 | Other problems encountered outside the scope of the school principal duties and solution suggestions |
| 6 | Trends in education and school administration (Turkey and other countries) |
| 7-8 | MID-TERM EXAM |
| 9 | Trends in education and school administration (Turkey and other countries) |
| 10 | International standards (PIRLS, TIMMS, PISA) |
| 11 | OECD and EU standards at different education levels |
| 12 | Comparing trends in education and school administration with each other and trends in our country |
| 13 | Comparing trends in education and school administration with each other and trends in our country |
| 14 | Course evaluation |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545302013 | **COURSE NAME** | Supervision and Inspection in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Master degree**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. concepts related to audit and evaluation 2. the role of audit and evaluation in the education process 3. audit types, audit as a managerial tool, performance measurement and performance evaluation 4. Multiple Assessment Approach and its usage in educational supervision | | | | | | |
| **COURSE OBJECTIVES** | | | | | concepts related to audit and evaluation, the role of audit and evaluation in the education process, audit types, audit as a managerial tool, performance measurement and performance evaluation, Multiple Assessment Approach and its usage in educational supervision | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this lesson students are going to  1.explain the concepts related to audit and evaluation  2. understand the different approaches and models related to audit and evaluation  3. to discuss the performance evaluation models for educational institutions  4. to practice the evaluation models and basic field practices that will be used in educational institutions. | | | | | | |
| **TEXTBOOK** | | | | | 1. Akal, Z. (1996). İşletmelerde performans ölçüm ve denetimi :(çok yönlü performans göstergeleri), Ankara: Milli Prodüktivite Merkezi Yayınları. 2. Cengiz, C. (1992). Milli Eğitim Bakanlığı Bakanlık müfettişlerinin yetiştirilmesi ve teftişin geliştirilmesi, İstanbul : Milli Eğitim Bakanlığı. | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Kurnaz, N. ve Çetinolu, T. (2010). İç denetim, Kocaeli : Umuttepe Yayınları. 2. Öztürk, A. T. (2007). Türk kamu yönetiminde bireyden devlete yönetsel denetim süreci, Ankara: Platin Yayıncılık. 3. Pehlivanlı, D. (2010). Modern iç denetim, İstanbul: Beta Yayınevi. 4. Taymaz, H. (2010). Eğitim sisteminde teftiş : kavramlar, ilkeler, yöntemler, Ankara: PegemA Yayıncılık. 5. Yörüker, S. ve Özeren, B. (2000). INTOSAI denetim standartlarına ilişkin Avrupa uygulama rehberi, Sayıştay Başkanlığı AraştırmalİncelemelÇeviri Dizisi: 14.Yurdakul, Ç. (2007). Denetim ve raporlama, Ankara: Gazi Kitabevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | concepts related to audit and evaluation |
| 2 | the role of audit in the education process |
| 3 | the role of evaluation in the education process |
| 4 | audit types |
| 5 | audit as a managerial tool, performance measurement and performance evaluation |
| 6 | the different approaches and models related to audit and evaluation |
| 7-8 | MID-TERM EXAM |
| 9 | Performance measurement |
| 10 | Performance evaluation |
| 11 | Discussing the performance evaluation models for educational institutions |
| 12 | Practicing the evaluation models and basic field practices that will be used in educational institutions |
| 13 | Multiple Assessment Approach |
| 14 | Usage of Multiple Assessment Approach in educational supervision |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545302014 | **COURSE NAME** | Reviewing Literature and Reporting |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Master degree**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 20 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 25 |
| Project | | | | | 1 | 25 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 30 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course includes different literature reviewing methods, literature search techniques, bibliography creation and citation according to different styles, academic writing rules and techniques, and research ethics principles. | | | | | | |
| **COURSE OBJECTIVES** | | | | | This course aims to provide the students who will undertake graduate studies in the field of educational administration to acquire high level skills in academic writing and to have knowledge about the ethical principles that should be followed in scientific researches and academic writing. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | It is an important course because it will enable the students who will undertake graduate studies in the field of educational administration to acquire the skills of writing according to scientific methods as well as to fulfill the scientific studies and to adopt the ethical rules which must be obeyed in the academic conversion of scientific studies. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course, students will   * learn how to perform literature review individually in electronic databases and in libraries. * be able to understand the methods and techniques to be used in the literature search and will experience practical aspects of the literature review process * be able to learn and apply the appropriate writing styles in the writing process and writing the reference in the academic writing process * be able to examine methods and techniques that should be followed in academic writing and use them in academic writing that they will prepare individually * adopt the code of ethics that must be observed in the implementation and conversion of scientific research and implement these ethical rules in their academic work. | | | | | | |
| **TEXTBOOK** | | | | | American Psychological Association. (2010). Publication manual of the American Psychological Association. Washington, DC: American Psychological Association | | | | | | |
| **OTHER REFERENCES** | | | | | Tez Yazım Kılavuzu. (2016). ESOGÜ Eğitim Bilimleri Enstitüsü tez yazım kılavuzu. Eskişehir: ESOGÜ Eğitim Bilimleri Enstitüsü . | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is academic writing, what is not? |
| 2 | Electronic resource search methods for academic writing |
| 3 | Resource search methods in library for academic writing |
| 4 | Literature search methods |
| 5 | Elements to be considered in literature review |
| 6 | What is citation and bibliography |
| 7-8 | MID-TERM EXAM |
| 9 | Citation and bibliography in appropriate style |
| 10 | Attributes to be considered in citation and bibliography |
| 11 | Ethical principles in scientific research |
| 12 | Ethical principles in academic writing |
| 13 | Examination of scientific studies |
| 14 | Examination of academic writings |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545302015 | **COURSE NAME** | Teacher Training in the World and Turkey |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Sosyal Bilim** |
|  | | %100 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 50 |
| **PREREQUISITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | Basic concepts and principles of the teacher training process; Historical development of teacher training; Historical development of teacher training in Turkey and in the world; Education faculties and teacher training; Selection and pre-service training of teacher candidates; Contents of courses in teacher training programs; Teacher training models and new developments; The standards of the teaching profession and professional development; Teacher training in national and international educational reforms and policies; Associations related to the teaching profession; Problems encountered in teacher education in Turkey and suggestions for solutions. | | | | | | | |
| **COURSE OBJECTIVES** | | | | The aim of this course is to discuss the change in teacher education in Turkey and in the world in the context of contemporary issues and to critically analyze the existing teacher training policies in Turkey, to have knowledge about teacher training models and new developments and to develop a new teacher training model and to bring suggestions. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | * Knows the basic concepts and principles of teacher training system. * Knows the historical development of teacher training in Turkey and in the world. * Learns similar and different aspects of teacher education approaches that exist in Turkey and in the world. * Analyzes critically the problems of teacher training policies applied in Turkey in the context of teacher training models and new developments. * Can make suggestions on a new model of teacher training in Turkey. | | | | | | | |
| **TEXTBOOK** | | | | * *Ulusal öğretmen stratejisi çalıştayı dokümanları,* 18-20 Kasım 2011, Antalya. * Towsend, T. & Bates, R. (Ed). (2007). *Handbook of teacher education: Globalization, standards and professionalism in times of change.* Dordrecht: Springer. * Yüksel, S. (2010).*Türk üniversitelerinde eğitim fakülteleri ve öğretmen yetiştirme*. Ankara: PegemA Yayıncılık. * TEDMEM (2016). Eğitim Değerlendirme Raporu * OECD (2013). Teachers Matter: Attracting, Developing and retaining Effective Teachers * Aynal Kilimci, Songül.(2011). **Türkiye’de Öğretmen Yetiştirme.** Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | * Okçabol, R. (2005). *Öğretmen yetiştirme sistemimiz*. Ankara: Ütopya Yayınevi. * MEB (2008). *Öğretmen yeterlikleri: Öğretmenlik mesleği genel ve özel alan yeterlikleri*. Ankara: Milli Eğitim Bakanlığı. * Kavak, Y., Aydın, A. ve Akbaba Altun, S. (2007). *Öğretmen yetiştirme ve eğitim fakülteleri (1982-2007): (Öğretmenin üniversitede yetiştirilmesinin değerlendirilmesi).* Ankara: Yükseköğretim Kurulu Yayını. * Duman, Tayip. **Türkiye’de Ortaöğretime Öğretmen Yetiştirme.** İstanbul: Milli Eğitim Bakanlığı Yayınları, 1991. * Öztürk, Cemil. “Türkiye’de Öğretmen Yetiştirme ve Eğitimi”, **Eğitim Bilimine Giriş.** (Editör: Ayla Oktay). Ankara: Pegem A Yayıncılık, 2007, ss. 303–332. * Yaşar, Şefik. “Öğretmenlik Mesleği ve Öğretmenin Nitelikleri”, **Eğitim Bilimine Giriş.** (Editör: Mehmet Gültekin). Eskişehir: Anadolu Üniversitesi Yayınları, 2008, ss. 178–197. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts and principles of the teacher training process |
| 2 | Historical development of teacher training in Turkey and in the world |
| 3 | Approaches of teacher training in Turkey and in the world |
| 4 | Education faculties and teacher training |
| 5 | Selection and pre-service training of teacher candidates |
| 6 | Contents of courses in teacher training programs |
| 7-8 | MID-TERM |
| 9 | Teacher training models and new developments |
| 10 | The standards of the teaching profession and professional development |
| 11 | Associations related to the teaching profession |
| 12 | Teacher training in national educational reforms and policies |
| 13 | Teacher training in international educational reforms and policies |
| 14 | Problems encountered in teacher education in Turkey and suggestions for solutions. |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545302016 | **COURSE NAME** | School Safety and Crisis Management |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Laboratory** | **Credit** | | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | | 0 | 3 | | 7,5 | COMPULSORY ( ) ELECTIVE (X ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | |  | | | | **Sosyal Bilim** |
|  | | %100 | | | | |  | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | | 1 | 20 |
| Others (presentation, summary of the presented discussion) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 50 |
| **PREREQUISITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | Main concepts of school safety from social and physical perspective; characteristics of a safe school; issues of school safety and its impacts; school safety theories; school safety analysis techniques as a preventive action; a comparatistic review of security precautions for threats to school safety internal and external literature; main concepts of crisis management; chaos and complexity theory for crisis management; main characteristics of crisis management; processes of crisis management; leadership in crisis management and crisis leadership; reasons of crisis, types and formation processes; factors of crisis and management plans | | | | | | | |
| **COURSE OBJECTIVES** | | | | The aim of this course is to define school safety and crisis management, to percept the social and physical threats and conceptualize the nature of phenomena according to chaos and complexity theory; to scrutinize social and physical threats according to crisis managemet and increase the the readiness status of school via management plans. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | * Learning the main concepts of school safety and crisis management, * Having an academic view on school safety and crisis management, * Analyitically explicating school safety theories and crisis management and discussing this information in the context of concrete social and physical threats producing exits * Discusing basic processes and problems in management process and school management. * Assesing the threats and analysing probability-impact matrix in school. | | | | | | | |
| **TEXTBOOK** | | | | * Dönmez, B. & Özer, N. (2009). Okul güvenliği ve güvenli okul. Ankara: Nobel Yayıncılık. * Otrar, M. (2003). Sorunsuz okula doğru: Okulda kriz yönetimi. Ankara: EDAM. | | | | | | | |
| **OTHER REFERENCES** | | | | * Turhan, M. ve Turan, M. (2012). Ortaöğretim kurumlarında güvenlik. Kuram ve Uygulamada Eğitim Yönetimi, 18 (1), 121-142. * Karal, D. (2011). Korkmadan öğrenmek, okul ve okul çevresi güvenliği. Uluslararası Stratejik Araştırmalar Kurumu, Sosyal Araştırmalar Merkezi. Rapor No:11-06. Ankara: USAK Yayınları. * Işık, H. (2004). Okul güvenliği: Kavramsal bir çözümleme. Milli Eğitim Dergisi, 164. * Sadegul Akbaba-Altun. (2005).Turkish school principals’ earthquake experiences and reactions, International Journal of Educational Management, 19 (4), 307 –317. * Ozen, H. & Karatas, S. (2013). An aplication of chaos theory to educational   administrator’s behavior: Overwhelming the cheating crisis on an exam, International Journal of Academic Research Part B, 5(3), 128-133. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Main concepts on school safety and crisis management |
| 2 | School safety theories |
| 3 | Main characteristics of a safe school |
| 4 | Issues and impacts of school safety |
| 5 | Chaos and complexity theory within the framework of crisis |
| 6 | School safety analysis methods as a preventive actions |
| 7-8 | MID-TERM |
| 9 | Comparatistic review of security precautions for threats to school safety internal and external literature |
| 10 | Main characteristics of crisis management |
| 11 | Processes of crisis management |
| 12 | Leadership in crisis management and crisis leadership |
| 13 | Reason of crisis, types and formation processes |
| 14 | Factor of crisis and management plans |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545302017 | **COURSE NAME** | School Curriculum Management |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | | | **LANGUAGE** |
| II | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | | | TR |
| **COURSE CATAGORY** | | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | | **Social Science** | |
|  | |  | | | |  | | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** | | |
| Mid-Term | | | | | | 1 | 30 | | |
| Quiz | | | | | |  |  | | |
| Homework | | | | | | 1 | 30 | | |
| Project | | | | | |  |  | | |
| Report | | | | | |  |  | | |
| Others (………) | | | | | |  |  | | |
| **FINAL EXAM** | | | |  | | | | | | 1 | 40 | | |
| **PREREQUIEITE(S)** | | | |  | | | | | | | | | |
| **COURSE DESCRIPTION** | | | | Basic concepts related to program development, the basic requirement to the program develop, types of programs, Theoretical foundations of curriculum development, stages of program development; elements of program development and relationships between these elements; program development models; approaches to the design of training programs; program development process; program evaluation; new approaches to curriculum development in the world and in Turkey. | | | | | | | | | |
| **COURSE OBJECTIVES** | | | | 1. Knowledge of the basic concepts of program development. 2. Understanding the theoretical underpinnings of curriculum development. 3. Comprehend the need to develop the program. 4. Understanding the stages of the program development process. 5. Knowledge of the elements of curriculum development. 6. Knowledge of curriculum design and models. 7. Analyze the process of program evaluation. 8. Recognition the approaches are being taken to develop the program. 9. Analyze the program development activities in the world and Turkey. | | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | | | |
| **COURSE OUTCOMES** | | | | 1. Knows the basic concepts of program development. 2. Understand the theoretical underpinnings of curriculum development. 3. Understands the need to develop the program. 4. Understands the stages of the program development process. 5. Knows the elements of curriculum development. 6. Knows curriculum design and model.. 7. Analyze the program assessment process. 8. Recognizes the program development approaches  9. Analyze program development activities in the world and in Turkey. | | | | | | | | | |
| **TEXTBOOK** | | | | Olivia, P. F. (1988). Developing the Curriculum. Boston: Scott, Foresman and Company.  Demirel, Ö. (2005). Öğretme Sanatı. Ankara: Pegem Yayıncılık.  Taba, Hilda (1962). Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World.  Tyler, R. W. (1973). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Pres. | | | | | | | | | |
| **OTHER REFERENCES** | | | | Bilen, Mürüvvet (2000). Planlamadan Uygulamaya Öğretim. Ankara: Anı Yayıncılık.  Doğan, Hıfzı (1997). Eğitimde Program ve Öğretim Tasarımı. Ankara: Önder Matbaacılık.  Erden, Münire (1998). Eğitimde Program Değerlendirme. Ankara: Anı Yayıncılık.  Ertürk, Selahattin (1998). Eğitimde “Program” Geliştirme. Ankara: Meteksan.  Erginer, E. (2008). Öğretimi Planlama, Uygulama ve Değerlendirme. Pegem A Yayıncılık: Ankara.  Özçelik, Durmuş Ali (2010). Eğitim Programları ve Öğretim (genel öğretim yöntemleri). Pegem Akademi Yayıncılık.  Sönmez, Veysel (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık.  Varış, Fatma (1996). Eğitimde Program Geliştirme: “teori ve teknikler”. Ankara: Alkım Kitapçılık Yayıncılık. | | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts related to program development |
| 2 | The basic requirement needed to develop the program |
| 3 | Types of programs |
| 4 | Theoretical foundations of curriculum development (Historical, Philosophical, Social, Economic Foundations) |
| 5 | Stages of program development; |
| 6 | The relations between the elements of curriculum development, and these items |
| 7-8 |  |
| 9 | The relations between the elements of curriculum development, and these items |
| 10 | Models of curriculum development |
| 11 | Training program design approaches |
| 12 | The program development process |
| 13 | Program evaluation |
| 14 | New approaches to curriculum development in the world and in Turkey |
| 15-16 |  |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of educational administration, supervision, planning and economics. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of educational administration and supervision. |  | x |  |
| 5 | to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system |  | x |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545302018 | **COURSE NAME** | School Culture |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Credit** | **Credit** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ()ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** |
|  | | %80 | | | |  | | | | | %20 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Culture, education and society, components of the culture, organization and management concepts from different perspectives, cross-cultural differences and management, organization from cultural aspects, the basic functions and results of the organizational culture, analysis from cultural aspects of the school, cultural characteristics of effective schools, cultural leadership in school management, change in school culture and management of change, researches about school culture in Turkey and around the world. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To know the culture and its components, to realize and classifications ​​about organizational culture, to analyze school from cultural perspective and to evaluate the role of an effective school principals in effective school culture. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.To analyze different aspects of the concept of culture and school culture  2.To questionize function of school culture in the process of creating a effective school  3.Toanalyze the relationship between school culture and school management  4.To examine the research about school culture | | | | | | |
| **TEXTBOOK** | | | | | 1.Şişman, M. (1994). *Örgüt kültürü.* Eskişehir: A. Ü. Yayınları  2. Şişman, M. (2002). *Örgütler ve kültürler*, Ankara: Pegema.  3.Turan, S. (Editör) (2010). *Eğitim yönetimi: Teori, araştırma ve uygulama*. Ankara: Nobel Yayıncılık  4.Çelik, V. (2000). *Okul kültürü ve yönetimi*. Ankara: Pegema Yayıncılık.  5.Prosser, J. (ed.) (1999). *School culture.* London: Paul Chapman.  6. Deal, T.E.& Peterson, K.D. (2009). *Shaping school culture* (2th.ed.). San Francisco: Jossey Bass. | | | | | | |
| OTHER REFERENCES | | | | | 1.Açıkalın. A. ve diğerleri (2007). *Bir insan olarak okul müdürü*. Ankara: Pegema Yayıncılık.  2.Özden, Y. (Editör) (2004). *Eğitim ve okul yöneticiliği el kitabı*. Ankara: Pegema Yayıncılık.  3.Şişman, M. (2002). *Öğretim liderliği,* Ankara: Pegema Yayıncılık.  4.Şişman, M. (2002). *Eğitimde mükemmellik arayışı.* Ankara: Pegema Yayıncılık.  5. Şişman, M. (2002). *Okul Törenleri: Ritüel yeri olarak okul.* Ankara: Pegema Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of culture and components of the culture |
| 2 | Culture and society in terms of some theories |
| 3 | Organization and management theories from different perspectives |
| 4 | Intercultural differences and management |
| 5 | Definition and components of the school culture |
| 6 | Creation of an effective school culture |
| **7-8** | **MIDTERM** |
| 9 | School culture and school climate |
| 10 | Theoretical foundations of the school culture |
| 11 | Relations between school culture and other variables |
| 12 | Changing of school culture |
| 13 | The school administrator's role in the creating of school culture |
| 14 | Studies on the school culture in Turkey and around the world |
| **15-16** | **FINAL EXAM** |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of educational administration, supervision, planning and economics. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of educational administration and supervision. |  | x |  |
| 5 | to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system |  | x |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor:

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545302019 | **COURSE NAME** | Digitalization Processes in Educational Management |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Credit** | **Credit** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ()ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** |
|  | | %100 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 5 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | | 1 | 5 |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | The course "Digitalization Processes in Educational Management" provides a comprehensive perspective on managing digital transformation processes in educational institutions. This course addresses the use of digital tools and technologies in educational management, strategic planning, and implementation processes, as well as the integration of digital management systems into educational environments. Additionally, it explores the impacts, challenges, and opportunities of digitalization in educational management, offering students in-depth knowledge of the managerial aspects of digital transformation. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To teach the fundamental concepts and applications of digitalization processes in educational management.  To analyze the role and impact of digital tools in educational management.  To teach the integration of digital transformation with management strategies.  To equip students with the necessary skills to manage the digitalization process in educational institutions.  To discuss the potential of digital educational management systems to enhance efficiency. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Provides professionals in educational management with the opportunity to better understand the effects of digitalization on management processes in education.  Equips students with the skills to use digital tools and technologies, enabling them to stay updated on and apply the latest innovations in this field.  Develops the knowledge and skills needed to manage digital transformation projects in educational institutions, allowing graduates to take active roles in digitalization processes within the education sector.  Facilitates the development of digital management strategies and allows these strategies to be implemented in education. | | | | | | |
| **COURSE OUTCOMES** | | | | | Can analyze the processes of digitalization in educational management.  Can effectively use digital tools in educational management processes.  Can develop and implement digital transformation strategies in educational institutions.  Can evaluate the challenges and opportunities of digitalization in educational management.  Can develop solution proposals for digitalization processes in education.  Can effectively integrate and manage digital management systems. | | | | | | |
| **TEXTBOOK** | | | | | Schrum, L., & Levin, B. B. (2015). Leading 21st Century Schools: Harnessing Technology for Engagement and Achievement. Thousand Oaks, CA: Corwin Press. | | | | | | |
| OTHER REFERENCES | | | | | Selwyn, N. (2016). Education and Technology: Key Issues and Debates. London: Bloomsbury.  Fullan, M. (2020). The New Meaning of Educational Change. Teachers College Press. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction and Overview of Digitalization |
| 2 | Educational Management in the Digital Age |
| 3 | digitalization and Change Management in Education Systems |
| 4 | Digital Technologies and Their Integration into Education |
| 5 | Digital Leadership and Educational Management |
| 6 | Effects of Digitalization on Educational Environments |
| **7-8** | **MIDTERM** |
| 9 | Use of Artificial Intelligence in Education |
| 10 | Crisis Managament in Education in the Digital Age |
| 11 | Dıstance Education and Educational Management |
| 12 | Teacher Training in the Digital Age |
| 13 | Ethical Dimensions of Digitalization in Education |
| 14 | Future of Educational Management |
| **15-16** | **FINAL EXAM** |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of educational administration, supervision, planning and economics. | X |  |  |
| 2 | to explain the basic characteristics of scientific research process in a detailed way. |  | X |  |
| 3 | to develop an ability of pursuing national and international publications in the field of educational administration and supervision. | X |  |  |
| 4 | to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. | X |  |  |
| 5 | to aware of the ethical principles and reflect these principles practices in the field. |  | X |  |
| 6 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | X |  |  |
| 7 | to evaluate educational organization from structural and practical perspectives. | X |  |  |
| 8 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. | X |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  | X |  |
| 10 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | X |  |  |
| 11 | to discuss the competences of managers to be able lead educational organizations | X |  |  |
| 12 | to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | X |  |
| 13 | to gain information about educational systems and practices in the field of administration of different countries. | X |  |  |
| 14 | to find a systematic and original solution to the problem existing in the field by using scientific research methods. |  | X |  |
| 15 | to gain basic statistical skills. | X |  |  |
| 16 | to contribute the information sharing by joining the national and international meeting related to the field. |  | X |  |
| 17 | to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations. | X |  |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor:

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545301012 | **COURSE NAME** | Term Project |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| III | 0 | | 0 | 2 | | | 0 | 30 | COMPULSORY (X) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | | **Social Science** |
|  | | % 75 | | | |  | | | | | | % 25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** | |
| Mid-Term | | | | |  |  | |
| Quiz | | | | |  |  | |
| Homework | | | | |  |  | |
| Project | | | | | 1 | %100 | |
| Report | | | | |  |  | |
| Others (presentation, summary of the presented discussion) | | | | |  |  | |
| **FINAL EXAM** | | | | |  | | | | |  |  | |
| **PREREQUISITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course; the role of research in education and society, procedures in the selection and evaluation of research projects, and techniques of data analysis will be examined. In this course these objectives are expected to be done; provide an opportunity to learn about educational research methods; read the professional literature in an area of interest to help define a current professional perspective; develop a problem statement that is researchable based on current professional practice and literature; formulate testable hypotheses and/or research questions that target the problem statement; generate a list of references showing the sources and methods used in the literature search; review and analyze professional literature that is relevant to the problem statement; develop a research design that is appropriate for a thesis/thesis project; and become familiar and proficient with utilizing American Psychological Association (APA) style formatting. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to provide an overview of research procedures, forms of evaluation, and various types of techniques used for research data collection. The foundation and framework for the conceptualization of a thesis or thesis project will be the main focus of assignments, discussions, and overall coursework. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to develop research project related to the management of the higher education. | | | | | | | |
| **REFERENCES** | | | | | APA (Amerikan Psikoloji Derneği Yayım Kılavuzu) | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Current developments and problems in the field |
| 2 | Determining a problem |
| 3 | The literature review |
| 4 | Preparing a research proposal |
| 5 | Data collection |
| 6 | Data collection |
| 7-8 | MID -TERM |
| 9 | Data analysis |
| 10 | Data analysis |
| 11 | Results |
| 12 | Conclusions and recommendations |
| 13 | Writing research report |
| 14 | Presentation of researh report |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Distance Education Non-Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to use effectively distance education technologies. | x |  |  |
| 3 | to gain comprehension on the basic characteristics of scientific research process. |  | x |  |
| 4 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. |  |  | x |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  |  | x |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | be aware of the problems which are faced during the application in the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to analyze educational organisations from structural and practical perspectives. |  |  | x |
| 10 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 11 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 12 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system | x |  |  |
| 13 | to discuss the competences of managers to be able lead educational organizations |  |  | x |
| 14 | to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 15 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 16 | to evaluate a problem existing in the field by using scientific research methods. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

Date