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| **T.C.**  **ESKİŞEHİR OSMANGAZİ UNİVERSIIY**  **GRADUATE SCHOOL OF EDUCATIONAL SCIENCES** |

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| **HIGHER EDUCATION ADMINISTRATION MASTER PROGRAM (NON-THESIS)** | | | | | |
| **Course Code** | **Course Name** | **ECTS** | **T+P+L** | **C/E** | **Language** |
| **Fall Semester (I. Semester)** | | | | | |
| 541901016 | Research Methods in Education I | 7,5 | 3+0+3 | C | Turkish |
| 541901017 | Organization and Administration of Higher Education | 7,5 | 3+0+3 | E | Turkish |
| 541901018 | Higher Education Development in the Turkish World | 7,5 | 3+0+3 | E | Turkish |
| 541901019 | Rethinking Higher Education Curriculum | 7,5 | 3+0+3 | E | Turkish |
| 541901020 | Student Services Management in Higher Education | 7,5 | 3+0+3 | E | Turkish |
| 541901021 | The Academic Life | 7,5 | 3+0+3 | E | Turkish |
| 541901022 | Human Resource Management in Higher Education | 7,5 | 3+0+3 | E | Turkish |
| 541901023 | Vocational Schools and Vocational Education | 7,5 | 3+0+3 | E | Turkish |
| 541901024 | Sociology of Higher Education | 7,5 | 3+0+3 | E | Turkish |
| 541901025 | Virtual Training Models | 7,5 | 3+0+3 | E | Turkish |
| 541901026 | Strategic Planning in Higher Education | 7,5 | 3+0+3 | E | Turkish |
| 541901027 | Educational Research Methods II | 7,5 | 3+0+3 | E | Turkish |
| 541901028 | Multimedia Applications in Higher Education | 7,5 | 3+0+3 | E | Turkish |
| 541901029 | Technological Instructional Design İn Higher Education | 7,5 | 3+0+3 | E | Turkish |
| **Toplam Dönem Kredisi** | | **30** | **15** |  |  |
| **Bahar Dönemi (II. Yarıyıl)** | | | | | |
| 541902009 | Academic Leadership in Higher Education | 7,5 | 3+0+3 | E | Turkish |
| 541902010 | Comparative Higher Education | 7,5 | 3+0+3 | E | Turkish |
| 541902011 | Higher Education and Science Policies | 7,5 | 3+0+3 | E | Turkish |
| 541902012 | Globalization and Internationalization in Higher Education | 7,5 | 3+0+3 | E | Turkish |
| 541902013 | Legal Foundations of Higher Education | 7,5 | 3+0+3 | E | Turkish |
| 541902014 | Education Statistics I | 7,5 | 3+0+3 | E | Turkish |
| 541902015 | Financing of Higher Education and Resource Management | 7,5 | 3+0+3 | E | Turkish |
| 541902016 | Ethics in Higher Education | 7,5 | 3+0+3 | E | Turkish |
| **Total Credit** | | **30** | **15** |  |  |
| **Fall Semester (III. Semester)** | | | | | |
| 541901011 | Term Project | 30 | 0+2+0 | C | Turkish |
| **Total Credit** | | **30** | **0** |  |  |

**Course Load and Graduation:** It consists of a total of 30 local credits and at least 10 (ten) courses and a term project,

not less than 105 (75+30) ECTS. Term project is non-credit and evaluated as successful or unsuccessful.

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901016 | **COURSE NAME** | Research Methods in Education I |

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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 | | Turkish |
| **COURSE I** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **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 | Scientific research and ethical relation |
| 2 | Ethical rules for scientific researches and publication procedures. |
| 3 | Basic principles in educational research |
| 4 | Problem/Purpose, Literature Review |
| 5 | Qualitative and quantitative research designs |
| 6 | Sampling |
| 7 | Experimental research |
| 8 | MID-TERM EXAM |
| 9 | Survey research – Correlational research |
| 10 | Causal research |
| 11 | Qualitative and quantitative measurement |
| 12 | Validity and Reliability |
| 13 | Quantitative data analysis |
| 14 | Writing research report |
| 15 | Course evaluation |
| 16-17 | FINAL EXAM |

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| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901017 | **COURSE NAME** | Organization and Administration of Higher 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  ELECTIVE | | | | Turkish |
| **COURSE I** | | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **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** | | | | In this course history of higher education organization; organizational types; theories of organizational behavior; organizational culture and climate; organizational images; organizational context: symbols and ceremonies; forms and structures of organization; functions and roles of organization; institutional management; administrative processes: governance and decision making; accountability; world trends in higher education; leadership; politics; power; organizational environment and its influences; elements of socio-technical systems: structure, goals and tasks, people, participants, social actors, technology; management skills; strategies for ensuring quality; human resource development; organization of institutions; organizational change will be discussed. | | | | | | | | | |
| **COURSE OBJECTIVES** | | | | Students learn conceptual knowledge related to the administration of higher education and gain the ability to transfer their knowledge to practice is aimed with this course. | | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | - | | | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of the course, the students will be able to:   1. know history of higher education, 2. become aware of similarities and differences between the types of organization, 3. analyze higher education institutions in terms of different management theories, 4. recommendations on how to effectively provide leadership in the management of higher education. | | | | | | | | | |
| **REFERENCES** | | | | Smart, J. C. (2009). *Higher education: Handbook of theory and research.* Dordrecht : Springer Netherlands  Ertürk, M. (2009). *İşletmelerde yönetim ve organizasyon*. İstanbul: Beta Basım Yayım.  Okçabol, R. (2007). *Yükseköğretim sistemimiz.* Ankara: Ütopya Yayınevi.  Balderston, F. E. (1995). *Managing today’s university.* San Francisco: Jossey-Bass Publishers.  Bowen, W. G.&Shapiro, H.T. (1998). *Universities and their leadership.* New Jersey: Princeton University Press.  Marc, J. G. &Simon, H. A. (1959). *Organizations.* USA: J. Wiley&Sons.  Yükseköğretimin Yönetimi-Disiplinlerarası Bir Yaklaşım (2023).Semra Kıranlı Güngör. Nobel Yay. | | | | | | | | | |
| **OTHER REFERENCES** | | | | Genç, Nurullah.(2008).*Yönetim ve organizasyon*. Ankara: Seçkin Yayıncılık  Mutlyer, M.K. (2008). *Türkiye’de yükseköğretimin başlıca sorunları ve sorunlara çözüm önerileri.* Ankara : T.C. Maliye Bakanlığı Strateji Geliştirme Başkanlığı | | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer | | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concept and theories of management |
| 2 | History of higher education |
| 3 | History of higher education in Turkiye |
| 4 | Processes of management |
| 5 | Organizational behavior |
| 6 | School culture and climate |
| 7 | Management of resources |
| 8 | MID-TERM EXAM |
| 9 | Budgeting systems |
| 10 | Leadership in higher education |
| 11 | Human resources management |
| 12 | Quality standards |
| 13 | Performance evaluation |
| 14 | Organizational change |
| 15 | Trends about higher education in the world |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| --- | --- |
| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901018 | **COURSE NAME** | Higher Education Development in the Turkish World |

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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 | | Turkish |
| **COURSE I** | | | | | | | | | | |
| **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** | | | | This course includes issues such as emergence of the concept of university, both qualitative and quantitative changes about access to higher education, I, provision and training of human resources, students election and employment, academic and financial autonomy, internal and external audit, interinstitutional cooperation, standardization and qualifications, reforms, legal regulations in Turkish state andTurkish communities from the first established university to recent days. | | | | | | |
| **COURSE OBJECTIVES** | | | | This course aims that students have knowledge about the history of Turkish communities and states and make comparisons them with today’s higher education system. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of the course, the students will be able to:   1. know starting point of the concept of the university, 2. know the history of higher education of Turkish states 3. evaluate quantitative and qualitative developments in higher education in the past to the present, 4. recommend alternative visions about the future of higher education. | | | | | | |
| **REFERENCES** | | | | Tekeli, İ. (2010). *Tarihsel bağlam içinde Türkiye’de yükseköğretim ve YÖK’ün tarihi.* İstanbul: Tarih Vakfı Yurt Yayınları.  Okçabol, R. (2007). *Yükseköğretim sistemimiz*. Ankara : Ütopya Yayınları.  Köksoy, M. (1998). *Yükseköğretimde kalite ve Türk yükseköğretimi için öneriler.* İstanbul: [İstanbul Kültür Üniversitesi Yayınları.](http://kybele.anadolu.edu.tr/kybele.aspx?IS=BASLIK&DZ=02&KD=142156)  Mutluer, M. K. (2008).*Türkiye’de yükseköğretimin başlıca sorunları ve sorunlara çözüm önerileri.* Ankara: T.C. Maliye Bakanlığı Strateji Geliştirme Başkanlığı.  Hirsch, E. E. (1950). *Dünya üniversiteleri ve türkiye’de üniversitelerin gelişmesi.* İstanbul: Ankara Üniversitesi Yayınları.  YÖK. (2007). *Türkiye’nin yükseköğretim stratejisi.* Ankara: Meteksan A.Ş. | | | | | | |
| **OTHER REFERENCES** | | | | Kaya, Y K. (2009). *İnsan yetiştirme düzenimiz*, Ankara: PegemA Yayıncılık.  Doğramacı, İ. (2007). *Türkiye’de ve Dünyada Yükseköğretim Yönetimi.* Ankara: Meteksan A.Ş. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The emergence of the concept of the university |
| 2 | Historical development of higher education in the world |
| 3 | Historical process of Turkish higher education- Term of the Seljuks |
| 4 | Historical process of Turkish higher education- Term of the The Ottoman |
| 5 | Historical process of Turkish higher education |
| 6 | Term of the republic and next period |
| 7 | Foundation of Council of Higher Education |
| 8 | MID-TERM EXAM |
| 9 | Organization of Council of Higher Education |
| 10 | Education policies and reforms related to higher education |
| 11 | Audit, control and accountability in higher education |
| 12 | Qualitative and quantitative changes related to the legal regulations |
| 13 | The decisions about Higher Education which are taken at educational meetings |
| 14 | Bologna process |
| 15 | Future of Turkish higher education. |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

|  |  |
| --- | --- |
|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901019 | **COURSE NAME** | Rethinking Higher Education Curriculum |

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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 | | Turkish |
| **COURSE I** | | | | | | | | | | | |
| **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** | | | | In this course, as an \_sist\_ent\_\_\_ structure, higher education will be examined in the concept of onthology, ephistemology and methodology. A variety of \_sist\_ent\_\_ will be made such as the status of higher education institutions within the society, the status of human within higher education, the dilemma of option and success at higher education \_sist\_ent\_ from individual’s point of view, possibility of a hierarchy for the discourse and finally the need of a holistic perspective for any academic production. Rethinking of higher education, determining the principles and \_sist\_ent\_ it is going to be constructed upon this base. | | | | | | | |
| **COURSE OBJECTIVES** | | | | The aim of this course is to help the students for improving a perpective on the current situation of higher education and having an idea of reconstructing it with an \_sist\_en process. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | - | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of the course, the students will be able to:   1. Provide an ability of analyzing an issue on the base of onthology, episthemology and methodology. 2. Have sufficient knowledge about current structure of higher education institutions. 3. Have critical thinking ability in advanced level. 4. Improve a perspective on higher education. | | | | | | | |
| **REFERENCES** | | | | Sönmez, V. (2008). *Gelecekteki Olası Eğitim Sistemleri.* Ankara: Anı Yayıncılık.  Korkut, H. (2001). *Sorgulanan Yüksek Öğretim.* Ankara: Anı Yayıncılık.  Özden, Y. (2010). *Eğitimde Yeni Değerler.* Ankara: Pegem A Yayıncılık.  Kızılçelik, S. ( ). *Sosyal Bilimleri Yeniden Yapılandırmak.* Ankara: Anı Yayıncılık.  Rosovsky, H. (2011). *Üniversite (Bir Dekan Anlatıyor).* Ankara: Tübitak Yayınları  Apple, M.W. (2006). *Eğitim ve İktidar (Çev. Ergin Bulut).* İstanbul: Kalkedon Yayınları.  Salmi, J. (2010). *Dünya Çapında Üniversiteler Kurmanın Zorluğu (Çev. Kadri Yamaç).* Ankara: Eflatun Yayınevi. | | | | | | | |
| **OTHER REFERENCES** | | | | Yamaç, K. (2009). *Bilgi Toplumu ve Üniversiteler.* Ankara: Eflatun Yayınevi.  Foster, W. (1986). *Paradigms and Promises (New Approaches to Educational Administration).* New York: Prometheus Books.  Balderston, F.E. (1995). *Managing Today’s University.* San Fransisco: Jossey-Bass Publishers. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer | | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | History of higher education |
| 2 | Onthological bases of higher education |
| 3 | Episthemological bases of higher education |
| 4 | Methological bases of higher education |
| 5 | The variety of higher education curriculum |
| 6 | The concept of ‘discipline’ and the bases |
| 7 | Updating higher education programs |
| 8 | MID-TERM EXAM |
| 9 | The structure of higher education in India, China and Japan |
| 10 | The structure of higher education in middle eastern countries |
| 11 | The structure of higher education in Scandinavian countries |
| 12 | The structure of higher education in North European countries |
| 13 | The structure of higher education in the United States |
| 14 | The current structure of higher education in Turkey |
| 15 | Rethinking higher education curriculum |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

|  |  |
| --- | --- |
|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901020 | **COURSE NAME** | Student Services Management in Higher 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  ELECTIVE | | Turkish |
| **COURSE I** | | | | | | | | | | | |
| **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** | | | | | Taking both theoretical and practice-based approaches, this course will examine the wide range of issues currently affecting student development and engagement. Topics include enrollment management, diversity issues, residence life, student activities, athletics, discipline, and campus security. This course will provide a strong understanding of enrollment process, organizational structure, legislative issues, and importance of diverse student body. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To gain a basic understanding of student affairs and applications, to know the conditions necessary for the effective operation of student affairs in complex political, economic, cultural and social contexts of higher education and to recognize the needs of students is aim with this course. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to:   1. Know the basic functions of student affairs on higher education 2. Analyze the relationship between the student needs and student affairs 3. Establishes the relationship between student affairs with legal, political, economic, cultural and social contexts 4. analyze the relationship between student affairs and other disciplines | | | | | | |
| **REFERENCES** | | | | | McClellan G. S. & Stringer J. (2009). The Handbook of Student Affairs Administration. NASPA | | | | | | |
| **OTHER REFERENCES** | | | | | Gelir, A. (2012). Yükseköğretim mevzuatı. Ankara: Gazi | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Information about course content |
| 2 | A brief history of higher education |
| 3 | Management of student enrollment |
| 4 | Student activities |
| 5 | Student life at the university |
| 6 | Differences |
| 7 | Change and conflict at the university |
| 8 | MID-TERM EXAM |
| 9 | Social mobility and higher |
| 10 | Legal aspects of student affairs |
| 11 | Student internship jobs |
| 12 | Student Affairs and Technology |
| 13 | Student affairs and leadership |
| 14 | Higher education and accessibility |
| 15 | Accreditation and quality |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

|  |  |
| --- | --- |
|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901021 | **COURSE NAME** | The Academic Life |

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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 | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %25 | | % 50 | | | |  | | | | | % 25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUISITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course what is the academic profession history and evolution of the academic profession; demographic trends; faculty roles, responsibilities, and beliefs; changing context, evolving faculty work and roles; faculty in different contexts: disciplinary and interdisciplinary, institutional; faculty career stages and faculty development; new faculty issues: preparation, job search, and socialization; academic freedom; tenure and its critics; the rest of the faculty? Part-time faculty; non-tenure-track faculty; virtual faculty; women faculty; faculty evaluation and rewards; images of the academic profession: faculty in literature; faculty worklife issues; forces shaping the future of the academic profession; globalization; student identified issues; researchable issues and questions will be discussed. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of the course is to increase the awareness of students’ academic profession, to give information about academic life, to implement the learned concepts about academic life. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to:  1. have knowledge about the academic profession,  2. knows about academicians’ duties, roles and responsibilities  3. aware of academicians’ career steps and their developments  4. offers different and unique ideas and suggestions related to academic life. | | | | | | |
| **REFERENCES** | | | | | Chandler, C. R., Wolfe, L. M., Promislow, E. L. (2007). *The Chicago Guide to Landing a Job in Academic Biology: Chicago Guides to Academic Life.* The University of Chicago Press, Ltd.:London.  Anderson, F. (2005). *An Historian’s Life: Max Crawford and the Politics of Academic Freedom: Academic Monographs.* Melbourne University Press: Australia.  Haughey J. C. (2011). (edt). *In Search of the Whole: Twelve Essays on Faith and Academic Life.* Georgetown University Press: Washington. | | | | | | |
| **OTHER REFERENCES** | | | | | Chen, W. F. (2008). *My Life’s Journey: Reflections of an Academic.* World Scientific Pub Co Inc, Singapore.  Macfarlane, B. (2006). *The Academic Citizen: The Virtue of Service in University life: Key Issues in Higher Education.* Routledge: New York. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and course notes | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The academic profession history and evolution of the academic profession |
| 2 | Faculty duties, roles and responsibilities |
| 3 | Faculty career stages and faculty development |
| 4 | Faculty in different contexts |
| 5 | Academic freedom |
| 6 | Faculty evaluation and rewards |
| 7 | Academic career and performance |
| 8 | MID-TERM EXAM |
| 9 | Images of the academic profession |
| 10 | Faculty in literature |
| 11 | Faculty work life issues |
| 12 | Forces shaping the future of the academic profession |
| 13 | Student identified issues |
| 14 | The future of academic life: the impact of technology and artificial intelligence |
| 15 | Academic life and globalization |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

|  |  |
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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901022 | **COURSE NAME** | Human Resources Management in Higher 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  ELECTIVE | | Turkish |
| **COURSE I** | | | | | | | | | | | |
| **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** | | | | | In this course, basic concepts and theoretical framework related to human resources, labor and human resources planning in higher education institutions in Turkey and in the world, performance evaluation, public sector human resources, job analysis, personnel selection and placement, training management, career management, organizational culture; motivation, job design, job evaluation, current problems encountered in management of human resources will be discussed. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Knowing the nature of human relations in organizational life, organizing productive and organizational structure, communication, culture, motivation, education and developing human resources management in higher education. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to:   1. know the basic concepts and theoretical framework related to human resources 2. make labor and human resources planning in higher education institutions in Turkey and in the world, 3. solve current problems encountered in management of human resources. | | | | | | |
| **REFERENCES** | | | | | 1. İnsan Kaynakları Yönetimi – Türkan Argon, Altay Eren, Nobel Yay. 2. İnsan Kaynakları Yönetimi- Hüseyin Özgen, Azmi Yalçın, Nobel Yay. 3. İnsan Kaynakları Yönetimi- N. Tortop, B. Aykaç, H. Yayman, A. Özer, Nobel Yay. 4. İnsan Kaynakları ve Yönetimi ve Stratejik Planlama- Burhan Aykaç, Nobel Yay. 5. İnsan Kaynağının Yönetimi ve Geliştirilmesi- Aytaç Açıkalın, Pegem A Yay. | | | | | | |
| **OTHER REFERENCES** | | | | | **-** | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic resources related to human resources |
| 2 | Analyzing the concepts of human resources and higher education |
| 3 | Human relations in higher education |
| 4 | Strategic planning processes |
| 5 | Analyzing the dimensions of human resource training and planning with different theoretical fremeworks |
| 6 | Organizational and administrative theories |
| 7 | Job descriptions and job analyze |
| 8 | MID-TERM EXAM |
| 9 | Case studies on human resources |
| 10 | Techniques of performance assessment |
| 11 | Motivation and leadership theories |
| 12 | Leadership theories |
| 13 | Organizational culture and productivity in higher education |
| 14 | Organizational change and development in higher education |
| 15 | Human nature and education |
| 16-17 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

|  |  |
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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901023 | **COURSE NAME** | Vocational Schools and Vocational 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  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **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** | | | | In this course, address the history, philosophy, principles of vocational-technical education, current trends in vocational-technical education, vocational education and \_sist\_ent\_ schools in the world and in Turkey, curriculum development and evaluation in vocational education, curriculums in vocational education, vocational guidance, management of vocational schools, vocational education in enterprises, ınternship and apprenticeship system, policy issues in vocational education, administration and supervision in vocational education issues, will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | The aim of this course is to provide knowledge either in theoretical or practical base regarding vocational education and vocational schools. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | This course provides a benefit of gaining basic knowledge and talent regarding vocational education at high level with its theoretical and practical structure. | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of the course, the students:   1. Have a sufficient knowledge about the history, philosoph and principles of vocational-technical education 2. Provide information on the current trends of vocational-technical education either in the world and Turkey. 3. Provide talents on curriculum development and evaluation in vocational education, curriculums in vocational education, vocational guidance and management of vocational schools. 4. Improves a perspective on vocational education in enterprises, internship and apprenticeship system. | | | | | | | |
| **REFERENCES** | | | | Durkheim, E. (1986). *Meslek Ahlakı (çev. Mehmet Karasan).* Ankara: Milli Eğitim Gençlik ve Spor Genel Müd. Yay.  Sezgin, S.İ. (2009). *Mesleki ve Teknik Eğitimde Program Geliştirme.* Ankara: Nobel yayın dağıtım.  Alkan, C.&Doğan, H.&Sezgin İ. (2001). *Mesleki ve Teknik Eğitimin Esasları.* Ankara: Nobel yayın dağıtım.  Ünver, E. (2002). *Sanat Eğitimi.* Ankara: Nobel yayın dağıtım  Brown, A., Kırpal S., Rauner, F. (2007). *Identities at Work (Technical and Vocational Education and Training: Concerns and Prospects).*The Netherlands:Springer. | | | | | | | |
| **OTHER REFERENCES** | | | | Okçabol, R. (2006). *Halk Eğitimi (Yetişkin Eğitimi).* Ankara: Ütopya Yayınevi.  W. H. Adriaan Hofman and Roelande H. Hofman (2011). *Smart Management in Effective Schools: Effective Management Configurations in General and Vocational Education in the Netherlands,* Educational Administration Quarterly 47: 620. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concepts related to vocational education |
| 2 | History and philosophy of vocational education |
| 3 | Theories of vocational education |
| 4 | Principles of vocational education |
| 5 | Vocational training |
| 6 | Adult education |
| 7 | Political issues in vocational education |
| 8 | MID-TERM EXAM |
| 9 | Current trends in vocational-technical education |
| 10 | Vocational education and vocational colleges in the world and Turkey |
| 11 | Program development and evaluation in vocational education |
| 12 | Teaching programs in vocational education |
| 13 | Vocational guidance, vocational training in enterprises, internship and apprenticeship system |
| 14 | Management of vocational colleges |
| 15 | Management and supervision in vocational education |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901024 | **COURSE NAME** | Sociology of Higher 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  ELECTIVE | | Turkish |
| **COURSE I** | | | | | | | | | | |
| **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** | | | | This course includes issues such as basic assumptions and purpose of sociology, basic concepts of sociology of higher education, the historical development of higher education, impacts of decentralization and globalization on sociology of higher education, investigation of demographic stratification, equality between groups, social justice, human rights, social mobility issues in higher education from different sociological theories, how sociological events affects groups and individuals in higher education, relation with other disiplines of sociology of higher education, alternative perspectives to sociology of higher education. | | | | | | |
| **COURSE OBJECTIVES** | | | | To gain a sociological perspective to higher education, other social institutions determine the relationship between higher education, to present the interaction of social factors with higher education by using the theoretical and empirical evidence is aim with this course. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of the course, the students will be able to:   1. know the purpose and intent of the basic concepts of sociology 2. analyze the reflections of sociological theories on higher education 3. explain the impact of decentralization and globalization on sociology of higher education 4. explain sociological phenomena and how it affects groups and individuals in higher education 5. analyze the relationship between sociology of higher education and other disciplines | | | | | | |
| **REFERENCES** | | | | Gumport, P. (Ed.). (2007). Sociology of Higher Education. Baltimore, MD: Johns Hopkins University Press.  Smart, J. C. (2009). *Higher education: Handbook of theory and research.* Dordrecht : Springer Netherlands | | | | | | |
| **OTHER REFERENCES** | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts of sociology |
| 2 | Introduction to the sociology of higher education |
| 3 | Sociological approaches to higher education: Interactionism |
| 4 | Sociological approaches to higher education: Structural functionalism |
| 5 | Sociological approaches to higher education: Conflict Theory |
| 6 | Chaos management in higher education |
| 7 | Social mobility and higher education |
| 8 | MID-TERM EXAM |
| 9 | Decentralization, globalization and higher education |
| 10 | Cost of Higher Education: Who will pay? |
| 11 | Universities, industry, research relations |
| 12 | Social classes and higher education |
| 13 | Gender and higher education |
| 14 | Disadvantaged groups and higher education |
| 15 | Higher education and accessibility |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901025 | **COURSE NAME** | Virtual Training Models |

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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 | | Turkish |
| **COURSE I** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching** | | | | | **Social Science** |
|  | | X | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 25 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 25 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | | Paper Based | | | | | 1 | 50 |
| **PREREQUISITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, issues such as theories of special and general relativity, the new millennium and the new society, the digital natives and digital immigrants, social networks, learning theories, connectionism, learning ecology, learning networks, virtual learning environments, augmented reality, virtual reality, learning society will be discussed. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To aim gaining theoretical knowledge about the models of virtual education with this course by students | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | To gain virtual reality knowledge | | | | | | |
| **REFERENCES** | | | | | Virtual Schools : Planning for Success. (2005). Zane L. Berge and Tom Clark (Ed.) New York : Teachers College Press.  Building Virtual Communities : Learning and Change in Cyberspace. (2002). K. Ann Renninger and Wesley Shumar (Ed.). New York : Cambridge University Press.  Cases on Collaboration in Virtual Learning Environments : Processes and Interactions. (2010). Donna Russell (Ed.). Hershey, PA : Information Science Reference.  The International Handbook of Virtual Learning Environments. (2006). Joel Weiss, Jason Nolan, Jeremy Hunsinger and Peter Trifonas (Ed.). Dordrecht : Springer.  Exploring Web 2.0: Second Generation Interactive Tools. (2009). Ann Bell.Katy Crossing Press.  Connectivism: Learning as Network-Creation. (2005). George Siemens  <http://www.elearnspace.org/Articles/networks.htm> | | | | | | |
| **OTHER REFERENCES** | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Virtual Learning Environments |
| 2 | Social Networking |
| 3 | New Society Models for New Millenium |
| 4 | Life Long Learning and Learning Society |
| 5 | Virtual Learning Environments |
| 6 | Virtual Schools |
| 7 | Virtual Mobility |
| 8 | MID-TERM EXAM |
| 9 | Learning Theories |
| 10 | Online Learning Theories |
| 11 | Connectivism |
| 12 | Learning Ecology |
| 13 | Learning Networks |
| 14 | Augmented Reality |
| 15 | Extended Reality |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901026 | **COURSE NAME** | Strategic Planning in Higher Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | - | - | | | 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 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | No prerequisite | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Strategic planning process, strategic planning in public administration and higher education institutions, preparation of strategic planning in higher education institutions Examination of strategic plans of various higher education institutions | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course; It is the telling of the benefits and stages of the strategic planning process in higher education institutions. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | To be able to understand the concept of strategic plan  To understand the importance of strategic plan for public institutions  To understand the importance of strategic plan for higher education institutions  To prepare a strategic plan for higher education institutions | | | | | | | |
| **TEXTBOOK** | | | | | DPT, Stratejik Planlama Klavuzu, Ankara, 2006. | | | | | | | |
| **OTHER REFERENCES** | | | | | SONGÜR, Neşe; Kamu Yönetiminde Stratejik Planlama, TODAİE Yayınları, 2011.  Hayri Ülgen ve Kadri Mirze, (2010). Stratejik Yönetim, 5.basım, Beta Yayınları, İstanbul | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, Projection. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Terms and concepts related to Strategic Management |
| 2 | Strategic Management Process and Elements |
| 3 | Competition and Strategic Planning in the Public and Higher Education Institutions |
| 4 | Analysis of current situation; Internal and external environment analysis |
| 5 | Stakeholder (internal and external) analysis, SWOT (strengths, weaknesses and opportunities, threats) analysis. Trend and scenario analysis. |
| 6 | Mission and Vision, definition, characteristics, elements, determination process and examples. Basic values and principles. |
| 7 | Trend and scenario analysis. |
| 8 | Midterm exam |
| 9 | Core values and principles. |
| 10 | Strategic goals and objectives, characteristics, determination and sample applications. |
| 11 | Examination of strategic plans of various higher education institutions. |
| 12 | Examination of strategic plans of various higher education institutions. |
| 13 | Preparing and writing a strategic plan |
| 14 | Preparing and writing a strategic plan |
| 15 | Preparing and writing a strategic plan |
| 16-17 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901027 | **COURSE NAME** | Educational Research Methods II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **I** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | - | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** | |
|  | | %80 | | | |  | | | | | %20 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 30 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | | 1 | | 30 |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | - Knowledge base of different qualitative research methods,  - Different qualitative research designs,  - Basic steps of qualitative research,  - Implementation of qualitative data analysis,  - Examination of a sample qualitative research topic,  cover the content of this course. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students should be able to:  1. understand knowledge base in different qualitative research methods,  2. learn qualitative research designs,  3.comprehend basic steps of qualitative research,  4. interpret qualitative data analysis,  5. use qualitative research methods in education effectively,  6. plan, design, interpret and report an independent qualitative researchplan, design, interpret and report an independent qualitative research. | | | | | | | |
| **TEXTBOOK** | | | | | 1. Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema Yayıncılık, Ankara.  2. Miles, M. B. & Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London.  3. Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks.  4. Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara  5. Articles (will be submitted by the instructor). | | | | | | | |
| **OTHER REFERENCES** | | | | | S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projection | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Relationship between scientific research and ethics, Ethical rules in scientific research and publication processes |
| 2 | Qualitative-quantitative comparison |
| 3 | Qualitative research designs |
| 4 | Qualitative research process |
| 5 | Sampling in qualitative research |
| 6 | Interview in qualitative research |
| 7 | Focus group interview |
| 8 | MIDTERM EXAM |
| 9 | Observation in qualitative research |
| 10 | Document analysis in qualitative research, metaphor method. |
| 11 | Data analysis in qualitative research |
| 12 | Descriptive analysis in qualitative research |
| 13 | Validity and reliability in qualitative research |
| 14 | Case study, action research in qualitative research |
| 15 | Examining sample qualitative research and preparing a sample study |
| 16-17 | FINAL EXAM |

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| **No** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901028 | **COURSE NAME** | MULTIMEDIA APPLICATIONS IN HIGHER EDUCATION |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | - | - | | | 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 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | No prerequisite | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Technology supported learning environments in higher education, theoretical foundations of multimedia applications, cognitive load theory and multimedia design, principles of design in multimedia learning, visual design in multimedia applications, introduction and use of multimedia development tools, evaluation of multimedia contents, visual and audio material ( animation, audio, video etc.) design and development, measurement and evaluation in multimedia applications. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | This course consists of theories, principles, methods and tools for the design and development of multimedia applications. Within the scope of the course, students will be able to develop interactive educational applications that include visual, sound, animation, video, using multimedia technologies within the framework of multimedia learning theory, multimedia design principles and visual design principles. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students will gain awareness and experience about using multimedia in learning environments through this course. | | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of this lesson students will be able to: 1) Defines the concept of multimedia. 2) Explains the theories of multimedia learning. 3) Explains multimedia design principles. 4) Explains the multimedia design process. 5) Develops multimedia applications. 6) Evaluates multimedia applications. | | | | | | | |
| **TEXTBOOK** | | | | | Dursun, Ö. Ö. & Odabaşı, H. F. (2014). Çoklu ortam tasarımı. Ankara: Pegem Akademi.  Mayer, R.E. (2020). Multimedia learning (3rd ed.). New York: Cambridge University Press.  Mayer, R.E. (2009). The Cambridge handbook of multimedia learning (2nd ed.). New York: Cambridge University Press.  Jenlink, P. M. (2019). The future of multimedia learning in education. Multimedia learning theory: Preparing for the new generation of students. London: Rowman, Littefield. | | | | | | | |
| **OTHER REFERENCES** | | | | | Costello, V. (2016). Multimedia foundations: Core concepts for digital design. CRC Press.  Çağıltay, K. & Göktaş, Y. (Ed.). (2013). Öğretim teknolojilerinin temelleri: teoriler, araştırmalar, eğilimler. Pegem Akademi.  Hai-Jew, S. (Ed.). (2015). Design strategies and innovations in multimedia presentations. Information Science Reference.  James D. Russell, Deborah L. Lowther , Sharon E. Smaldino , Clif Mims (2015), Öğretim Teknolojileri ve Öğrenme Araçları, (Çev. Ed. Asım Arı) Eğitim Kitabevi Yayınları.  Lee, W. W., & Owens, D. L. (2004). Multimedia-based instructional design: computer-based training, web-based training, distance broadcast training, performance-based solutions. John Wiley & Sons.  Li, Z. N., Drew, M. S., & Liu, J. (2014). Fundamentals of Multimedia, Springer, Cham.  Morrison, G. R., Ross, S. J., Morrison, J. R., & Kalman, H. K. (2019). Designing effective instruction. John Wiley & Sons. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, Projection. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Digital transformation in higher education |
| 2 | Learning styles, individual differences and their reflections on higher education |
| 3 | Multimedia concept, multimedia types in higher education, pedagogical features |
| 4 | Theoretical foundations of multimedia applications, cognitive load theory and multimedia design |
| 5 | Common types of software used in multimedia learning |
| 6 | Multimedia resources in higher education (learning objects, open educational resources, etc.) |
| 7 | Copyright and Ethical Issues in Multimedia Applications |
| 8 | Midterm exam |
| 9 | Design principles in multimedia learning |
| 10 | Visual design in multimedia applications |
| 11 | Multimedia development tools |
| 12 | Preparing a multimedia project in higher education |
| 13 | Design of multimedia content |
| 14 | Measurement and evaluation in multimedia applications |
| 15 | Future of multimedia applications and new trends |
| 16-17 | Final exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541901029 | **COURSE NAME** | **TECHNOLOGICAL INSTRUCTIONAL DESIGN IN HIGHER EDUCATION** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **I** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | - | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [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 (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | The course content includes an introduction to the field of instructional design, declaring the theoretical and technological reflections into higher education and approaching instructional design models and their common traits for comparing different higher education institutions, and also for institutional analysis. The course continues with a critical approach to The ADDIE Model’s phases and their technological reflections into each stakeholder in higher education context. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main purpose of this course is to introduce instructional design, its theoretical and technological foundations in higher education and also current outpicture, and help students to gain in-depth information about the field. Making it through to approach analyses, syntheses and evaluations about developing a new instructional design model and making critics on the interactions with the curricula. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | A student attending this course will  1.develop new understandings about the concepts of instructional design, educational /instructional technology,  2.understand the difference between the concepts of media and medium,  3. acquire knowledge about choosing suitable technology with respect to media or medium and shaping instructional design phases,  4.understand the theoretical foundations of instructional design for higher education context,  5.explore the common traits of instructional design models,  6.evaluate the technological reflections of instructional design models into project-based processes in higher education institutions and  7.learn how to analyze the pre-requisities and variables for higher education in order to develop a new instructional design models.acquire knowledge about choosing suitable technology with | | | | | | |
| **TEXTBOOK** | | | | | Şimşek,A. (2009). *Öğretim Tasarımı(*First Edition). Nobel Yayıncılık, Ankara. | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Fer, S. (2011). Öğretim Tasarımı (First Edition). Anı Yayıncılık, Ankara.  2.Akkoyunlu, B., Altun, A. & Soylu, M.Y. (2008). Öğretim Tasarımı (First Edition). Nobel Yayıncılık, Ankara.  3.Brown, A. & Green, T.D. (2006). The Essentials of Instructional Design: Connecting Fundemental Principles with Process and Practice (5th Edition). Pearson, Columbus, OH.  4.Gagne, R.M., Wager, W.W., Golas, K.C. & Keller, J. (2005). Principles of Instructional Design (First Edition). Thomson-Wadsworth, Belmont, CA. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projection | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the concepts of instructional design, educational technology and instructional technology |
| 2 | Introduction and history of the field of instructional design |
| 3 | The distinction between media and media concepts and their reflections on instructional design |
| 4 | A systems approach to instructional design |
| 5 | Technological foundations in higher education |
| 6 | Theoretical foundations of instructional design in the context of higher education |
| 7 | Overview of instructional design models |
| 8 | Midterm exam |
| 9 | Instructional design models and their common features |
| 10 | Analyzing and technological reflections on higher education |
| 11 | Designing and technological reflections on higher education |
| 12 | Development and technological reflections on higher education |
| 13 | Application and technological implications for higher education |
| 14 | Material preparation and development |
| 15 | Assessment and technological implications for higher education |
| 16-17 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | Access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | Review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | Make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | Participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | Reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | Design practical steps by developing effective training and management strategies |  |  |  |
| 8 | Contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | Develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | Communicate effectively with the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | Develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | Produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | Follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | Have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | Improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541902009 | **COURSE NAME** | Academic Leadership in Higher Education |

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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 | | Turkish |
| **COURSE I** | | | | | | | | | | | |
| **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** | | | | | This course provides an overview of academical leadership theories and models. Students focus on understanding the development and evolution of leadership theories and the range and emphasis of leadership research in this couse. Through this course, students will gain an understanding of how organizations work, how to provide leadership to an educational institution and how to implement ethical practices. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to provide an introduction to the nuances of higher education leadership theories and to gain students the ability to generate new knowledge, responsibly and to develop their full potential. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to:   1. explain concept of leadership 2. understand similar and different aspects of leadership theories 3. develop an effective academic leadership model in higher education. | | | | | | |
| **REFERENCES** | | | | | [Northouse, P. G.](http://kybele.anadolu.edu.tr/kybele.aspx?IS=BASLIK&DZ=03&KD=202650) (2010). *Leadership : theory and practice.* Thousand Oaks: Sage Publications. Şişman, M. (2002). *Öğretim liderliği*. Ankara: Pegem A Yayınları  Çelik, V. (2000). *Eğitimsel liderlik*. Ankara: Pegem A Yayınları  Senge, P. (2002). *Beşinci disiplin.* İstanbul: Yapı Kültür Yayınları.  Karslı, M.D. (2004). *Yönetsel etkililik.* Ankara: Pegem A Yayınları  Bolman, L. G.& Gallos, J. V. (2011). *Academic Leadership*. USA: HB Printing. | | | | | | |
| **OTHER REFERENCES** | | | | | Kathryn A. R. & Karen S. L. (2000). *Leadership for change and school reform.* New York : Routledge/Falmer.  Bowen, G. B. & Shapiro, H. T. (1998). *Universities and their leadership*. New Jersey: Princeton University Press.  Dean, D. R., Bracken, S. J. & Allen, J. K. (2009). *Woman in academic leadership.* Virginia: Stylus Publishing. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concept of leadership |
| 2 | Leadership approaches (Trait Approach, Skills Approach) |
| 3 | Leadership approaches (Sytle Approach, Situational Approach) |
| 4 | Leadership approaches (Contingency Theory, Path-Goal Theory, Exchange Theory) |
| 5 | Academic leadership |
| 6 | Academic leadership approaches |
| 7 | Examples to academic leaders |
| 8 | MID-TERM EXAM |
| 9 | Transformational leadership |
| 10 | charismatic leadership |
| 11 | instructional leadership |
| 12 | Academic Leadership and Ethics |
| 13 | Academic leadership and gender studies |
| 14 | Barriers to Academic Leadership |
| 15 | Academic leadership and quality |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541902010 | **COURSE NAME** | Comparative Higher Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **I** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Mechanical Engineering Profession**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course includes comparative examination of contemporary issues in international higher education systems such as governance, finance, academic affairs, access and student affairs and highlighting the relationships between education and society. Examination of higher education systems around the world including the cultural and historical bases of these systems and their spread across the globe. | | | | | | |
| **COURSE OBJECTIVES** | | | | | 1- to gain an understanding of key international higher education policy challenges and how these challenges play out in different international settings (national, institutional, in some cases regional).  2- to assist students in making sense of these international developments, including the distinct national higher education systems in which they apply  3- to provide a comparative “benchmark” for interpreting these international higher education policy themes.  4- to introduce students to the methods of international comparative research in higher education, the culmination of which will be paper comparing one or more internationals settings with Turkey. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this lesson students will be able to  -gain an understanding of key international higher education policy challenges and how these challenges play out in different international settings.  -make sense of these international developments including the distinct national higher education  -learn the methods of international comparative research in higher education, the culmination of which will be paper comparing one or more internationals settings with Turkey.  -be familiar with higher education systems of different nations, their similarities and differences with respect to the transition from elite to mass education, the relationship between postsecondary institutions and governmental organizations, and system differentiation and integration. | | | | | | |
| **TEXTBOOK** | | | | | Erginer, A. (2006). *Avrupa Birliği eğitim sistemleri.* Ankara: Pegem.  Türkoğlu, A. (1998). *Karşılaştırmalı eğitim: Dünya ülkelerinden örneklerle*. Adana: Baki  Balcı, A. (2009). *Karşılaştırmalı eğitim sistemleri*. Ankara: Pegem.  Institute of Education Sciences (2011)*. Comparative Indicators of Education in the United States and Other G-8 Countries:* Washington, DC. Department of Education – National Center for Education Statistics. | | | | | | |
| **OTHER REFERENCES** | | | | | Smart, J. C. (2009). *Higher education: Handbook of theory and research.* Dordrecht : Springer Netherlands.  Okçabol, R. (2007). *Yükseköğretim sistemimiz.* Ankara: Ütopya Yayınevi.  Bowen, W. G.&Shapiro, H.T. (1998). *Universities and their leadership.* New Jersey: Princeton University Press.  Marc, J. G. &Simon, H. A. (1959). *Organizations.* USA: J. Wiley&Sons. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction |
| 2 | Explicating Basic Premises and Purposes of Comparative and International Higher Education |
| 3 | Nature of globalization |
| 4 | Impact of globalization on individuals and national infrastructures |
| 5 | Impact of media and technology on international events and comparative education |
| 6 | Higher education in USA |
| 7 | Higher education in Italy |
| 8 | MID- TERM EXAM |
| 9 | Higher education in England, Germany |
| 10 | Higher education in Finland, France, Sweden |
| 11 | Higher education in New Zealand, Holland |
| 12 | Higher education in Chinese, Japan, Singapore |
| 13 | Higher education in Scandinavian countries |
| 14 | Higher education in Turkey |
| 15 | Comparison the higher education system of different countries with Turkey |
| 16-17 | Final Exam |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541902011 | **COURSE NAME** | Higher Education and Science Policies |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **I** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Mechanical Engineering Profession**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | This course is about the role of politics and science policy in higher education. It will examine policy models and frameworks, and their application to current policy issues in higher education arenas. The course is designed to explore theoretical frameworks necessary for understanding science policymaking; to offer a perspective on the role that research plays in the policy process; and to provide students with the chance to interpret the context of policy development for current policy issues. Subjects such as science, technology and research in universities and university-industry cooperation are within the concept of this lesson. | | | | | | | |
| **COURSE OBJECTIVES** | | | | • To understand and articulate the policy process as it operates in Turkey and the world  • To identify current policy issues currently being debated at the institutions and the state  • To explore concepts and theoretical frameworks for understanding science policy  • To gain an understanding of the role that policy analysis and research play in the policy process  • To investigate a policy problem in higher education and present proposed solutions as part of a consulting team.  • To gain an understanding about science and technology policies in OECD countries.  • to examine the university-industry cooperation and explain the concepts of science, technology and research in universities. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of this lesson students will be able to  -understand and articulate the policy process as it operates in Turkey and the world.  -explore concepts and theoretical frameworks for understanding science policy.  -learn the concepts of science, technology and research in higher education.  -gain an understanding of the role that policy analysis and research play in the policy process.  -investigate a policy problem in higher education and present proposed solutions as a part of a consulting team.  -gain an understanding about science and technology policies in OECD countries.  - examine the university-industry cooperation and explain the concepts of science, technology and research in universities. | | | | | | | |
| **TEXTBOOK** | | | | Stone, D. (1998). *Policy Paradox: The Art of Political Decision Makin*g.  Ness, E. C. & Mistretta, M. A. (2009). “Policy Adoption in North Carolina and Tennessee: A Comparative Case Study of Lottery Beneficiaries,” *The Review of Higher Education, 32*(4), 489-514.  Şahin, s. (1997). *Türkiye’de teknoloji ve bilim politikası.* Göçebe.  Yalçın, C. & Yalova, Y. (2005). *Bilim ve teknoloji politikaları ışığında Türkiye.* Nobel. | | | | | | | |
| **OTHER REFERENCES** | | | | Türkcan E(2009)*Dünya’da ve Türkiye’de bilim teknoloji ve politika*İstanbulÜniversitesi. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Course introduction |
| 2 | Science Policy in Higher Education I |
| 3 | Science Policy in Higher Education II |
| 4 | Technoparks at universities |
| 5 | Science, technology and research at universities |
| 6 | Science, technology and research policies in developed countries |
| 7 | BAB, Tübitak projects at universities |
| 8 | Midterm Exam |
| 9 | Research and Development (R&D) policies in the European Union |
| 10 | Science and technology, university-industry cooperation in Turkey |
| 11 | Patent, invention and product activity in Turkey |
| 12 | R&D studies and R&D expenditures in Turkey |
| 13 | Research publication policy, scientific publications |
| 14 | Historical background of scientific research in Turkey |
| 15 | Comparison of Turkey and OECD countries in terms of applied science policies |
| 16-17 | Final Exam |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541902012 | **COURSE NAME** | Globalization and Internationalization in Higher Education |

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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 | | Turkish |
| **COURSE I** | | | | | | | | | | | |
| **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** | | | | | Issues such as global markets and local strategies, global citizenship, the globalization and marketization of higher education, the management of internationalization in universities, key trends and actual issues in international student mobility, higher education reforms and problems, international collaboration and capacity building, Bologna process in universities, faculty staff exchange, lifelong learning, the commoditization and standardization of higher education, quality assurance in higher education and higher education partners will be discussed in this course. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To notice the effects of globalization on higher education and to have information about the reflection to the area. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to:   1. recognize the impact of globalization on higher education institutions 2. have information about existing programs and practices in universities in the context of internationalization 3. offer several recommendations to higher education within the framework of quality and standardization. | | | | | | |
| **REFERENCES** | | | | |  | | | | | | |
| **OTHER REFERENCES** | | | | | Thesis and articles | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Localization and globalization |
| 2 | Global citizenship |
| 3 | The importance of international cooperation in higher education |
| 4 | Internationalization assurance in higher education |
| 5 | Accreditation process in higher education |
| 6 | International student mobility |
| 7 | International faculty mobility |
| 8 | MIDTERM EXAM |
| 9 | Managing internationalization in higher education |
| 10 | Higher education reforms |
| 11 | Accountability in higher education |
| 12 | Technology and globalization |
| 13 | Problems in the context of globalization of higher education |
| 14 | Accreditation and quality in the globalization of higher education |
| 15 | Evaluation of the effects of globalization on higher education |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541902013 | **COURSE NAME** | Legal Foundations of Higher Education |

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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 | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **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** | | | | | This course examines the legal principles within which higher education functions, with emphasis on structure, personnel, programs, property, and finance. Provides an examination of the major legal and ethical issues confronting contemporary higher education professionals. This course enables students to develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The central purpose of this course is providing a legal, philosophical and  historical understanding in order to help you comprehend higher education today. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to:   1. understand the importance of history and legal inquiry for leadership and decision making 2. know the legal foundations of Turkish higher education, 3. learn the major trends in the history of higher education, 4. develop skills of reflection. | | | | | | |
| **REFERENCES** | | | | | Dewey, John (1944). Democracy and education. New York: Simon and Schuster.  Friere, Paulo(1999). Pedagogy of the oppressed. New, NY: Continuum.  Kerr, Clark. (2001). The uses of the university . Boston: Harvard University Press.  Lucas, C. (1994). American higher education: A history. New York: St. Martin’s Press.  Newman, John Henry. (1986). The idea of a university . Notre Dame, Indiana: University of Notre Dame.  Yükseköğretimin Yönetimi-Disiplinlerarası Bir Yaklaşım (2023).Semra Kıranlı Güngör. Nobel Yay. | | | | | | |
| **OTHER REFERENCES** | | | | | Palmer, P. (1993). To know as we are known: education as a spiritual journey. San Francisco: Harper. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, articles and coursebook. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Informing about course process |
| 2 | The principles and aims of higher education |
| 3 | The organization of higher education institutions |
| 4 | The functioning of higher education institutions in the context of legal principles |
| 5 | Duties, authority and responsibilities of higher education institutions |
| 6 | Financing of higher education |
| 7 | Scholarship in higher education |
| 8 | MID-TERM EXAM |
| 9 | Accountability in higher education |
| 10 | The legal foundations of higher education |
| 11 | The philosophical foundations of higher education |
| 12 | The historical foundations of higher education |
| 13 | The sociological foundations of higher education |
| 14 | Ethical issues in higher education |
| 15 | Problems in higher education |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541902014 | **COURSE NAME** | Education Statistics I |

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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 | | | Turkish |
| **COURSE I** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching** | | | | | **Social Science** | |
| %50 | | % 25 | | | |  | | | | | % 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** | | | | | - Statistic terms,  - Sampling methods,  - Theoretical distributions,  - Central tendency and dispersion,  - Correlation and regression analysis,  - Hypothetical test, cover the content of this course. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | In this course, main objectives are counting descriptive statistic belongs to educational variables, and investigating and interpreting relationship between variables. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to:  1. comprehend main knowledge related statistic terms (population, sample, parameter, statistic, variable, variables types, measurement, scale, scales types, distribution),  2. understand sampling methods,  3. know theoretical distributions (normal and binomial distributions),  4. recognize central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient),  5. comprehend correlation and regression analysis,  6. know hypothetical tests (parametric and nonparametric tests, multivariable statistics). | | | | | | | |
| **REFERENCES** | | | | | 1. Alpar, R. (2001). Spor Bilimlerinde Uygulamalı İstatistik. Nobel Yayınları, Ankara.  2. Arıcı, H. (2005). İstatistiksel Yöntemler. Meteksan, Ankara.  3. Baykul, Y. (1997). İstatistik, Metodlar ve Uygulamalar. Anı Yayıncılık, Ankara.  4. Büyüköztürk, Ş. (2007). Sosyal Bilimler İçin Veri Analizi El Kitabı. 8. Baskı, Pegem A Yayınları, Ankara.  5. Hovardaoğlu, S. (1994). Davranış Bilimleri İçin İstatistik. Hatipoğlu Yayınları, Ankara.  6. Karasar, N. (2000). Bilimsel Araştırma Yöntemi: Kavramlar, İlkeler, Teknikler. 10. Baskı, Nobel Yayınları, Ankara.  7. Özdamar, K. (1999). Paket Programlar ile İstatistiksel Veri Analizi. Kaan Kitabevi, Eskişehir.  8. Siegel, S. (1977). Davranış Bilimleri İçin Parametrik Olmayan İstatistikler. Çeviren: Yurdal Topsever, A.Ü. Dil ve Tarih Coğrafya Fakültesi Yayınları, Ankara.  9. Tatlıdil, H. (1992). Uygulamalı Çok Değişkenli İstatistiksel Analiz. Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | main knowledge related statistic terms (population, sample, parameter, statistic, variable, variables types) |
| 2 | main knowledge related statistic terms (measurement, scale, scales types, distribution), |
| 3 | Sampling methods |
| 4 | Theoretical distributions |
| 5 | central tendency (mean, mod, median) |
| 6 | dispersion (range, standard deviation, variance, standard error, variation coefficient), |
| 7 | Introduction of statistical programs |
| 8 | MID-TERM EXAM |
| 9 | Data analysis with SPSS |
| 10 | correlation analysis |
| 11 | regression analysis |
| 12 | parametric tests |
| 13 | nonparametric tests |
| 14 | multivariable statistics |
| 15 | General assessment |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541902015 | **COURSE NAME** | Financing of Higher Education and Resource 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 | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %25 | | %50 | | | |  | | | | | %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** | | | | In this course, an overview of financial issues applicable to higher education in the Turkey, investment in higher education, financing methods, budget concepts, the cost of higher education, identification and management of resources in higher education, efficiency, accountability, higher education financing policies, state grants and financial assistance, financial problems of higher education in Turkey, budgeting, budget development and processing issues will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | Students have sufficient theoretical knowledge about the financing of higher education and gain to skills of finding alternative source ways is aimed with this course. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | - | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of the course, the students should be able to:   1. Know general information and the calculations on the financing of higher education 2. Compare in terms of efficiency and benefits of various financing methods 3. Determine the financial problems of higher education in Turkey 4. Develop an effective model for resource management in higher education | | | | | | | |
| **REFERENCES** | | | | Fulton, O., Gordon, A. & Williams, G. (1982). *Higher education and manpower planning : a comparative study of planned and market economies.* Geneva : International Labour Office.  Pillay, P. (2010). *Higher education financing in East and Southern Africa.* Dar es Salaam: Centre for Higher Education Transformation.  Anning, M. (2007). *Higher education financing in the new EU member states.* Washington, D.C. : World Bank  Köksoy, M. (1998). *Yükseköğretimde kalite ve Türk yükseköğretimi için öneriler*. İstanbul: İstanbul Kültür Üniversitesi Yayınları.  Türkmen, F. (2009). *Yükseköğretim sistemi için bir finansman modeli önerisi.* Ankara: Devlet Planlama Teşkilatı Yayını.  Özer, M. (2010). *Yükseköğretimde kalite güvencesi.* Ankara: Siyaset, Ekonomi ve Toplum Araştırmaları Vakfı.  Tosun, H. (2004). *Yükseköğretimde mevcut durum performans değerlendirme ve yeniden yapılanma.* Ankara: Ankara Ticaret Odası Yayınları | | | | | | | |
| **OTHER REFERENCES** | | | | YÖK. (2007), *Türkiye’nin yükseköğretim stratejisi.* Ankara: YÖK Yayınları.  TÜSİAD. (2000). *Yükseköğretimin finansmanı.* İstanbul: Lebib Yalkın Yayımlar I ve Basım İşleri A.Ş. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts of financing |
| 2 | Methods of financing |
| 3 | Identification of resources in higher education |
| 4 | Management of resources in higher education |
| 5 | Financing policies |
| 6 | Accountability |
| 7 | Tax supports |
| 8 | MID-TERM EXAM |
| 9 | Sponsorships in higher education |
| 10 | State appropriations in higher education |
| 11 | Higher education and economic development |
| 12 | Access to higher education and social justice |
| 13 | Developments in the financing of higher education in Turkey and the World |
| 14 | Financial problems of higher education in Turkey |
| 15 | Development of an alternative funding model for universities in Turkey |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541902016 | **COURSE NAME** | Ethics in Higher Education |

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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 | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | if it contains considerable design, mark with ( ) | | | | | **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 |
| **PREREQUISITE(S)** | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | In this lesson, students know ethical principles, legal regulations in higher education and analyze and evaluate ethical model applications which they determined together in higher education with academic member of this lesson. | | | | | | | |
| **COURSE OBJECTIVES** | | | | The objectives of the course are basic concepts of ethics, the basic concepts of higher education in ethics, institutional ethics in higher education, ethical regulations on higher education, ethical administration and ethical leadership, comprehend the ethics of research and publication. To evaluate of relation with ethics and academic freedom in higher education and ethics. Identification of unethical behavior in higher education and to discuss ethical case studies which they will present. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | - | | | | | | | |
| **COURSE OUTCOMES** | | | | By the end of this lesson students will be able to:  1. Learns concept of ethics. Knows philosophy and theories of ethics.  2. Knows basic concepts related to ethics in higher education.  3.Learns about institutional ethics in higher education  4. Learns legal regulations related to ethics in higher education.  5. Understands requirements ethical administration in higher education.  6. Learns the importance of research and publication ethics. Comprehends plagiarism and crimes of plagiarism that they are unethical.  7. Evaluates relation with ethics, academic freedom in higher education and ethics.  8. Learns the legal ethical regulations in academic environment.  9. Learns what unethical behaviors are and the ways of avoiding unethical behaviors. | | | | | | | |
| **REFERENCES** | | | | Kuçuradi, I. (1999); Etik, 1. Baskı, Ankara: Türkiye Felsefe Kurumu.  Pieper, A. (1999); Etiğe Giriş, (Çev. ATAYMAN, Veysel; SEZER, Gönül), İstanbul : Ayrıntı Yayınları.  May, W. W. Editor. (1990), Ethics and Higher Education. New York: Macmillan Publishing Company and American Council on Education  Pereira, Faith M. (2005). “Ethics in Higher Education” Fourth Global Conference in Business & Economics, UK: Oxford University.  Yükseköğretim Mevzuat ([www.yok.gov.tr](http://www.yok.gov.tr)) | | | | | | | |
| **OTHER REFERENCES** | | | | Wilcox, John R. & Ebbs, Susan L., (1992). “The Leadership Compass, Values & Ethics in Higher Education”, ERIC Digest, Eric Clearinghouse in Higher Educatio*n*, Washington DC.  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.Çeviri. Semra Kıranlı Güngör. Nobel Yay.2015.  Starratt,J.(2004).Ethical Leadership. .Çeviri Semra Kıranlı Güngör. Etik liderlik. Pegem Yay. 2021 | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer, Projection. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts of ethics, philosophy and theories related to ethics. |
| 2 | Ethical concepts related to higher education and education |
| 3 | Institutional ethics in higher education |
| 4 | Ethical legal regulations related to higher education |
| 5 | Ethics in higher education transition, selection and placement |
| 6 | Ethical principles and behaviors related to Administrative Personnel in Higher Education |
| 7 | Ethics commissions and ethics permits in higher education |
| 8 | MIDTERM EXAM |
| 9 | Ethics education and legal regulations in training scientists in higher education |
| 10 | Ethics in teaching, learning and evaluation |
| 11 | Research and publication ethics. Plagiarism and plagiarism offenses |
| 12 | Evaluation of the relationship between academic freedom and ethics in higher education |
| 13 | Ethical management in higher education, ethics committees |
| 14 | Ethical Problems in Higher Education |
| 15 | Unethical Behaviors and Ways to Avoid. |
| 16-17 | FINAL EXAM |

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| **No** | **Program Outcomes** | 3 | 2 | 1 |
| 1 | identify problem areas in the field of higher education administration by acquiring master’s degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):**

**Signature:**

|  |  |
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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| --- | --- |
| **SEMESTER** | Spring / Fall |

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| **COURSE CODE** | 541901011 | **COURSE NAME** | Term Project |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| III / IV | 0 | | 2 | - | | | 0 | 30 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE I** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %25 | | %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 term 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** | | | | |  | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Topic research |
| 2 | Following the literature on the subject |
| 3 | Evaluation |
| 4 | Report preparation and presentation |
| 5 | Literature follow-up |
| 6 | Article review |
| 7 | Thesis review |
| 8 | MIDTERM EXAM |
| 9 | Source review |
| 10 | Evaluation |
| 11 | Literature follow-up |
| 12 | Article review |
| 13 | Evaluation |
| 14 | Report preparation |
| 15 | Report |
| 16-17 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Program Outcomes** | **3** | **2** | **1** |
| 1 | identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities. |  |  |  |
| 2 | access original information from information about the field of higher education administration by using quantitative and qualitative research skills. |  |  |  |
| 3 | review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines. |  |  |  |
| 4 | make scientific publications on national and international level in the field of higher education administration. |  |  |  |
| 5 | participate in educational and training activities in the field of higher education administration and to lead the spread of these activities. |  |  |  |
| 6 | reflect to ethical principles to fields in her/his life |  |  |  |
| 7 | design practical steps by developing effective training and management strategies |  |  |  |
| 8 | contribute the field of higher education administration with the original ideas and studies at the scientific meetings. |  |  |  |
| 9 | develop competence in following international literature in the field of higher education administration |  |  |  |
| 10 | communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies. |  |  |  |
| 11 | develop strategies and information which improve higher education organizations structural and functional aspects. |  |  |  |
| 12 | produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development. |  |  |  |
| 13 | follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey. |  |  |  |
| 14 | have the facilities and competence to lead higher education organizations. |  |  |  |
| 15 | improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  |  |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Date:**

**Instructor(s):** All instructors

**Signature:**