**Computer Education and Instructional Technologies Department/Educational Technology Master Program**

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| **EDUCATIONAL TECHNOLOGIES MASTER'S PROGRAM WITH THESIS** | | | | | |
| **Code** | **Course Name** | **ECTS** | **T+A+C** | **C/E** | **Language** |
| **Fall Semester (I. Semester)** | | | | | |
| 546511001 | Research Methods in Education | 10 | 3-0-3 | C | Turkish |
| 546511002 | Fundamentals of Educational Technologies | 10 | 3-0-3 | C | Turkish |
|  | Elective Course 1 | 10 | 3-0-3 | E | Turkish |
|  | Elective Course 2 | 10 | 3-0-3 | E | Turkish |
|  | Elective Course 3 | 10 | 3-0-3 | E | Turkish |
| **Total Credit** | | **50** | **15** |  |  |
| **Spring Semester (II. Semester)** | | | | | |
| 546512001 | Technology Integration in Education | 10 | 3-0-3 | C | Turkish |
| 545012002 | Instructional Design | 10 | 3-0-3 | C | Turkish |
| 545012003 | Seminar | 10 | 0-3-0 | C | Turkish |
|  | Elective Course 1 | 10 | 3-0-3 | E | Turkish |
|  | Elective Course 2 | 10 | 3-0-3 | E | Turkish |
| **Total Credit** | | **50** | **12** |  |  |
| **Fall Semester (III. Semester)** | | | | | |
|  | Specialization Course | 5 | 0-3-0 | C | Turkish |
|  | Master Thesis | 25 | 0-1-0 | C | Turkish |
| **Total Credit** | | **30** | **0** |  |  |
| **Spring Semester (IV. Semester)** | | | | | |
|  | Specialization Course | 5 | 0-3-0 | C | Turkish |
|  | Master Thesis | 25 | 0-1-0 | C | Turkish |
| **Total Credit** | | **30** | **0** |  |  |

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| **EDUCATIONAL TECHNOLOGIES MASTER'S PROGRAM WITH THESIS ELECTIVE COURSES** | | | | | |
| **Code** | **Course Name** | **ECTS** | **T+A+C** | **C/E** | **Language** |
| **Seçmeli Dersler** | | | | | |
| 546511003 | Technology Management | 10 | 3-0-3 | E | Turkish |
| 546511004 | Online Course Design and Delivery | 10 | 3-0-3 | E | Turkish |
| 546511005 | Media Literacy in a Digital World | 10 | 3-0-3 | E | Turkish |
| 546511006 | Safe Digital Life | 10 | 3-0-3 | E | Turkish |
| 546511008 | Virtual Education Models | 10 | 3-0-3 | E | Turkish |
| 546511009 | Statistics in Education Science I | 10 | 3-0-3 | E | Turkish |
| 545012005 | Open Educational Resources | 10 | 3-0-3 | E | Turkish |
| 545012006 | Online Teaching Strategies | 10 | 3-0-3 | E | Turkish |
|  | Design and Development of Learning Objects | 10 | 3-0-3 | E | Turkish |
|  | Web Based Content Development Tools | 10 | 3-0-3 | E | Turkish |
|  | Digital Asset Management | 10 | 3-0-3 | E | Turkish |
|  | Information Systems in Education | 10 | 3-0-3 | E | Turkish |
|  | Next Generation Technologies | 10 | 3-0-3 | E | Turkish |

**Course Load and Graduation:** It consists of at least 9 (nine) courses, a seminar course and thesis, provided that it is not less than 27 local credits and 120 ECTS in total. Seminar course and thesis work are 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** | SPRING |

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| **COURSE CODE** | 546502005 | **COURSE NAME** | Open Educational Resources |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 10 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
|  | | %30 | | | | %40 | | | | | %30 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 20 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | | 1 | | 30 |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 30 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Open educational resources (OER) are education and training materials that are freely available online to everyone. An entire course includes course modules, lectures, games, teaching materials and assignments. They can be in the form of text, images, audio, video or even interactive. Teachers, students, and anyone in general, regardless of their location or partnership with any institution, can create and access open educational resources. Open educational resources (OER) can be shared by educational institutions on websites and social media applications. This course focuses on the different ways open educational resources are recreated, combined and distributed. The aim of this course is to show how the collaborative production of research-based RECs can contribute to enriching learning and teaching experiences in formal, non-formal and informal contexts. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to examine the emergence of the open education resources(OER) movement and its current applications, and to gain knowledge and skills about open education resources and subsequently massive open online courses (MOOCS). | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Will be able to define open educational resources(OER) and massive open online courses(MOOCS),  2. Will be able to discuss the development of the open education resources movement,  3. Will be able to list the components of open educational resources,  4. Will be able to discuss licensing types  5. Will be able to perform the development steps of an open educational resource. | | | | | | | |
| **TEXTBOOK** | | | | | 1. Tatnall, A.& Osorio, J.& Visscher, A. (2005). Information Technology and Educational Management in the Knowledge Society,Springer US. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Phaal, R. & Farrukh, Clare & Probert, D.R.. (2001). Technology management process assessment: A case study. International Journal of Operations & Production Management. 21. 1116-1132. 10.1108/EUM0000000005588.  2. Phaal, Robert & Farrukh, Clare & Probert, David. (2004). A framework for supporting the management of technological knowledge. International Journal of Technology Management - INT J TECHNOL MANAGE. 27. 10.1504/IJTM.2004.003878.  3. Probert, D. (2013). Teknoloji Yönetimi - Faaliyetleri Ve Araçları, Efil Yayınevi | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Personal computer, internet access | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Open Educational Resources Philosophy |
| 2 | Historical Development of Open Education Resources in the World and Turkey |
| 3 | Openness, Equality Philosophy |
| 4 | Copyright in Open Educational Resources |
| 5 | Research in Open Educational Resources |
| 6 | Examining Open Education Resources |
| 7-8 | MIDTERM |
| 9 | Developing Open Educational Resources:Analysis |
| 10 | Open Educational Resources Development:Design |
| 11 | Open Educational Resources Development: Development 1 |
| 12 | Open Educational Resources Development: Development 2 |
| 13 | Developing Open Educational Resources: Publishing |
| 14 | Developing Open Educational Resources: Evaluation |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **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** | 546501005 | **COURSE NAME** | Media Literacy in a Digital World |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** | |
| I | 3 | | | 0 | 0 | | | 3 | 10 | COMPULSORY ☐ ELECTIVE ☒ | | | TURKISH | |
| **COURSE CATAGORY** | | | | | | | | | | | | | | |
| **Basic Science** | | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | | |
|  | | |  | | | | %100 | | | | |  | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | | |
| **MID – TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** | |
| Mid-Term | | | | | 1 | | 40 | |
| Quiz | | | | |  | |  | |
| Homework | | | | |  | |  | |
| Project | | | | | 1 | | 60 | |
| Report | | | | |  | |  | |
| Others (     ) | | | | |  | |  | |
| **FINAL EXAM** | | | | | |  | | | | |  | |  | |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The topics of this course are effective use of online databases for data and knowledge sources and search engines, transferring research findings into the field, data access in web environment, knowledge based and media literacy skills for producing new content, project-based homework options for primary and secondary level students for providing resources in searching behaviour, digital citizenship and ethical use of information for various types of literacy skills. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The aim of this course is touch upon the place and importance of media in constructing knowledge, and approach ethical and high awareness-based behavioral mechanisms during this process. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | | |
| **COURSE OUTCOMES** | | | | | | Students will be able to   1. Define the concept of media 2. Explain the media types 3. Understand the literacy types 4. Be aware of technological dimension of media literacy 5. Value the ethical dimension of media literacy 6. Distinguish media literacy in various age and school level groups 7. Evaluate media literacy accompanied with sample cases | | | | | | | | |
| **TEXTBOOK** | | | | | | Türkoğlu, Nurçay (2011), Medya Okuryazarlığı, İstanbul: Porşümen | | | | | | | | |
| **OTHER REFERENCES** | | | | | | Louis, A.D.(2003). Ethics İn Media Communication. Canada: Wadsworth Kittross, D.G | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Personal computer, internet access | | | | | | | | |
| **COURSE SYLLABUS** | | | | | | | | | | | | | |
| **WEEK** | | **TOPICS** | | | | | | | | | | | |
| 1 | | The concept of media and media types | | | | | | | | | | | |
| 2 | | Internet based social media | | | | | | | | | | | |
| 3 | | Literacy types and media literacy | | | | | | | | | | | |
| 4 | | Ethics in media literacy | | | | | | | | | | | |
| 5 | | Awareness in media literacy | | | | | | | | | | | |
| 6 | | Technological aspects of media literacy | | | | | | | | | | | |
| 7-8 | | MIDTERM | | | | | | | | | | | |
| 9 | | Media literacy apart from internet | | | | | | | | | | | |
| 10 | | Digital citizenship-media literacy relationship | | | | | | | | | | | |
| 11 | | Sample readings | | | | | | | | | | | |
| 12 | | Sample readings | | | | | | | | | | | |
| 13 | | Sample cases and discussion | | | | | | | | | | | |
| 14 | | Sample cases and discussion | | | | | | | | | | | |
| 15-16 | | FINAL EXAM | | | | | | | | | | | |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. | ☐ | x | ☐ |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. | x | ☐ | ☐ |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. | x | ☐ | ☐ |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. | x | ☐ | ☐ |
| 5 | Will have literacy skills specific to the field of educational technology. | x | ☐ | ☐ |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. | x | ☐ | ☐ |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. | x | ☐ | ☐ |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. | x | ☐ | ☐ |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. | x | ☐ | ☐ |
| 10 | Will be able to follow the current trends in the field of educational technologies. | x | ☐ | ☐ |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. | ☐ | x | ☐ |
| 12 | Will be able to gain basic statistical skills. | ☐ | ☐ | x |
| 13 | Will be able to explain the scientific research process in detail. | ☐ | ☐ | x |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. | ☐ | x | ☐ |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. | ☐ | x | ☐ |
| **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** | 546501006 | **COURSE NAME** | Safe Digital Life |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 10 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
|  | |  | | | | %80 | | | | | %20 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Safe browsing on the internet, downloading and sharing files from the internet, malicious software from internet, secure e-mail use, phone fraud, digital identity theft, e-fraud, internet and game addiction, social engineering studies and security vulnerabilities, hacking. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course, is to create awareness about digital life threatening our security attack methods and precautions to be taken. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Will be able to list the personal security measures to be taken in digital life,  2. Will be able to discuss the methods of obtaining information and infiltration,  3. Will be able to list the precautions to be taken against malicious software, 4. Will be able to discuss social engineering attacks and protection methods | | | | | | | |
| **TEXTBOOK** | | | | | 1. Jacobson, D.& Idziorek, J. (2013). Computer security literacy : staying safe in a digital world, CRC Press / Taylor & Francis Group | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Mooney, C.(2011). Online Security (Issues in the Digital Age), Referencepoint Press, San Diego, CA, United States. 2. Bazzell, M. (2016). Personal Digital Security | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Common Internet-Related Terms |
| 2 | Online shopping |
| 3 | Cyber Ethics |
| 4 | Password and Encryption Management |
| 5 | Searching on Internet |
| 6 | Spyware |
| 7-8 | MIDTERM |
| 9 | Viruses |
| 10 | Securing Email |
| 11 | Phone Scam |
| 12 | Digital Identity Theft |
| 13 | Internet and Gaming Addiction |
| 14 | Social Engineering Studies and Vulnerabilities |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **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** | 546502001 | **COURSE NAME** | Technology Integration in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 10 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
|  | | %100 | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 25 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 25 |
| Project | | | | | 1 | | 25 |
| Report | | | | | 1 | | 10 |
| Others (Presentations) | | | | | 1 | | 15 |
| **FINAL EXAM** | | | | |  | | | | |  | |  |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course is designed to develop a constructivist teaching approach for effective and sustainable technology integration. Topics include technology acceptance models, technology integration models, understanding important issues and problems during technology integration in different fields. It includes social, educational, cultural and ethical examination of current factors in effective technology integration and being aware of ISTE Educational Technology Standards for teachers and students. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to provide knowledge and skills for effective technology integration. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Discuss the theoretical foundations of technology integration in education  2. Explain the factors that are important in effective technology integration  3. Interpret appropriate integration strategies in different fields  4. Discuss the concept of 'technological sustainability' | | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | Roblyer, G. D. & Doering, A. H., (2010). Integrating Educational Technology into Teaching, (5th Ed.)  Current articles. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Personal computer, internet access | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction, understanding 'technology integration in education', brief history of technology integration |
| 2 | Discussing the social, educational, cultural and ethical components that are effective in technology integration |
| 3 | Discussing the theoretical foundations of effective technology integration, examining ISTE standards |
| 4 | Examining TIP (Technology Integration Planning) and TPACK models |
| 5 | Examining environmental factors in effective technology integration |
| 6 | Educational software types and software selection |
| 7-8 | MIDTERM |
| 9 | Examining technology acceptance models |
| 10 | Discussing the concept of 'Technological Sustainability' |
| 11 | Technology integration in different fields |
| 12 | Technology integration in different fields |
| 13 | Student presentations |
| 14 | Student presentations |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
| **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** | 546501001 | **COURSE NAME** | Research Methods in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 10 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
|  | | %100 | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | |  |
| Quiz | | | | | 5 | | 20 |
| Homework | | | | | 2 | | 40 |
| Project | | | | |  | |  |
| Report | | | | | 3 | | 20 |
| Others (Class and discusssion participations) | | | | |  | | 20 |
| **FINAL EXAM** | | | | |  | | | | |  | |  |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Scientific research and scientific research process, scientific research paradigms, evaluation of research methods, research ethics, publication ethics, understanding of theoretical and conceptual knowledge about quantitative, qualitative and mixed research methods, developing a research proposal, applying a developed proposal, advanced research design techniques and relevant statistics and reporting issues. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to gain knowledge and skills about scientific research processes from the field of education. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Define a scientific problem in educational research in a meaningful way,  2. Distinguish scientific methods that can be used in an educational research,  3. Determine the appropriate scientific method and data collection process for an educational research,  4. Review the related literature and write a research proposal  5. Evaluate and report the data of an educational research. | | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | Creswell, J. W. (2003). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2nd ed.). Thousand Oaks, CA.: Sage.  Bogdan, R., & Biklen, S. K. (2006). Qualitative research for education: An introduction to theories and methods (5th ed.). Boston, MA.: Pearson A & B.  Gliner, J. A., Morgan, G. A., & Leech, N. L. (2016). Research methods in applied settings: An integrated approach to design and analysis. Routledge. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Personal computer, internet access | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Course introduction, philosophical foundations, qualitative vs. quantitative methods |
| 2 | Designing an educational research study, types of data |
| 3 | Qualitative research approaches – Case studies |
| 4 | Qualitative research approaches – Ethnography, observation and taking field notes, phenomenology |
| 5 | Qualitative research approaches – Conducting interviews, grounded theory |
| 6 | Qualitative research approaches – Qualitative data analysis |
| 7-8 | MIDTERM |
| 9 | Qualitative research approaches – Qualitative data analysis |
| 10 | Quantitative research approaches – Experimental & quasi- experimental designs |
| 11 | Quantitative research approaches – Non-experimental designs, data analysis |
| 12 | Reliability and validity issues |
| 13 | Mixed methods approaches – Mixed methods, multi-methods, and action research |
| 14 | Student presentations |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
| **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** | 546501009 | **COURSE NAME** | Statistics in Education Science I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** | |
| I | 3 | | | 0 | 0 | | | 3 | 10 | COMPULSORY ☐ ELECTIVE ☒ | | | TURKISH | |
| **COURSE CATAGORY** | | | | | | | | | | | | | | |
| **Basic Science** | | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | | |
|  | | |  | | | | %100 | | | | |  | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | | |
| **MID – TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** | |
| Mid-Term | | | | | 1 | | 40 | |
| Quiz | | | | |  | |  | |
| Homework | | | | |  | |  | |
| Project | | | | | 1 | | 60 | |
| Report | | | | |  | |  | |
| Others (     ) | | | | |  | |  | |
| **FINAL EXAM** | | | | | |  | | | | |  | |  | |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Social sciences and the place of educational data among other common types of data, measures of central tendency, statistical distributions and normal distribution, confidence interval, prerequisites for data analysis, data input, parametric statistical methods, descriptive statistics, correlational statistics. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The aim of this course is to touch upon basic statistical methods and techniques, and ensure a good preparation for advanced statistical data analysis. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | | |
| **COURSE OUTCOMES** | | | | | | Students will be able to   1. Approach social science and educational sciences data by realizing the difference between other types of data, 2. Explain the basic concepts of statistics, 3. Apply the prerequisites of data analysis, 4. Experience statistical data input, 5. Apply basic statistical analyses, 6. Interpret basic statistical outcomes. | | | | | | | | |
| **TEXTBOOK** | | | | | | Field, A. (2017). Discovering statistics using IBM SPSS. Sage. | | | | | | | | |
| **OTHER REFERENCES** | | | | | | Akbulut, Y. (2010). Sosyal bilimlerde SPSS uygulamaları: Sık kullanılan istatistiksel analizler ve açıklamalı SPSS çözümleri. İdeal Kültür & Yayıncılık. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Personal computer, internet access | | | | | | | | |
| **COURSE SYLLABUS** | | | | | | | | | | | | | |
| **WEEK** | | **TOPICS** | | | | | | | | | | | |
| 1 | | Social sciences and data in education science | | | | | | | | | | | |
| 2 | | Basic statistical concepts | | | | | | | | | | | |
| 3 | | Measures of central tendency | | | | | | | | | | | |
| 4 | | Confidence interval and statistical prerequisites | | | | | | | | | | | |
| 5 | | Statistical data input: types of measurement | | | | | | | | | | | |
| 6 | | Statistical data input: types of data | | | | | | | | | | | |
| 7-8 | | MIDTERM | | | | | | | | | | | |
| 9 | | Introduction to parametric statistical techniques | | | | | | | | | | | |
| 10 | | t-test and interpretation | | | | | | | | | | | |
| 11 | | Variance analysis and interpretation | | | | | | | | | | | |
| 12 | | Correlational analyses and interpretation | | | | | | | | | | | |
| 13 | | Regression, practical uses and interpretation | | | | | | | | | | | |
| 14 | | Sample research questions and analyses with sample data. | | | | | | | | | | | |
| 15-16 | | FINAL EXAM | | | | | | | | | | | |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. | x | ☐ | ☐ |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. | ☐ | x | ☐ |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. | ☐ | x | ☐ |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. | ☐ | x | ☐ |
| 5 | Will have literacy skills specific to the field of educational technology. | ☐ | ☐ | X |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. | ☐ | ☐ | x |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. | ☐ | x | ☐ |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. | ☐ | ☐ | X |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. | ☐ | ☐ | X |
| 10 | Will be able to follow the current trends in the field of educational technologies. | ☐ | ☐ | X |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. | ☐ | ☐ | x |
| 12 | Will be able to gain basic statistical skills. | x | ☐ | ☐ |
| 13 | Will be able to explain the scientific research process in detail. | ☐ | x | ☐ |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. | x | ☐ | ☐ |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. | ☐ | ☐ | x |
| **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** | 546501002 | **COURSE NAME** | Fundamentals of Educational Technologies |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 10 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
|  | | %30 | | | | %70 | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Relationship between education and technology; Basic concepts; historical development of instructional technology; Development policies, practices and projects of instructional technologies in Turkey after 1980; technology and new literacy concepts; 21st century student characteristics; basic concepts of information and communication technologies; developments in information and communication technologies; current information and communication technologies used in teaching environments; environment and tools used in the education-teaching process;information and communication technologies and its connection with learning/teaching in the future. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to provide students with an idea about the relationship between education and technology, the definition of instructional technologies, the historical development of instructional technologies, and instructional technology applications and projects in Turkey. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Have an idea about Education and Technology.  2. Will be able to define educational/instructional technologies according to different periods.  3. Will be able to explain the historical development of instructional technologies in the world and in Turkey.  4. Knows current teaching technologies.  5. Becomes aware of the characteristics of the new generation students.  6. Have an idea about new teaching paradigms.  7. Can produce sample projects on the use of instructional technologies in educational environments | | | | | | | |
| **TEXTBOOK** | | | | | 1. Öğretim Teknolojilerinin Temelleri: Teoriler, Araştırmalar, Eğilimler, Ed. Çağıltay, Göktaş. Pegem Akademi,2013. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Öğretim Teknolojilerinin Temelleri, Ed. Kurt, Nobel Akademik Yayıncılık, 2020 | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Informing about the course content, method, expectations. |
| 2 | Introduction to educational technologies:- Basic concepts.- Education-technology relationship.- Definitions of education/instructional technologies. |
| 3 | History of educational technologies. |
| 4 | Instructional technologies in Turkey:- Development policies of instructional technologies in Turkey- Sample applications and projects.- History, scope and aims of CEIT program |
| 5 | 21st century student characteristics:- Digital native and Digital immigrant concepts.- X, Y, Z generations New teaching paradigms- New teacher roles- New student roles- New technology roles |
| 6 | New literacy concepts - Digital literacy - Media literacy - Technology literacy |
| 7-8 | MIDTERM |
| 9 | Teaching materials and tools |
| 10 | Technology applications in education - Technology integration in education - Computer applications in education - Computer aided education |
| 11 | Current trends in educational technologies and design - E-learning and instructional design |
| 12 | Current trends in educational technologies and design - Networks and Web 2.0 |
| 13 | Current trends in educational technologies and design - Games - 3D virtual worlds |
| 14 | Current trends in educational technologies and design - Virtual reality/Augmented reality - Artificial intelligence |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
| **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** | 546501004 | **COURSE NAME** | Online Course Design and Delivery |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 10 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
|  | |  | | | | %100 | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 30 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 30 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | What is needed to develop an e-learning course? Identifying and organizing course content, identifying course tools in delivery, creating interactive content, electronic content development process, course delivery and evaluation, choosing learning platforms, selecting e-learning standards and content development tools. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to raise awareness about online course design components and process, and to gain knowledge and skills for interactive course design and presentation. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course, students;  1. Will be able to define the components that make up the online course,  2. Will be able to explain the online course design process,  3. Will be able to select content development tools suitable for the purpose and  4. Will be able to design an interactive lesson. | | | | | | | |
| **TEXTBOOK** | | | | | Vai, M., & Sosulski, K. (2015). Essentials of online course design: A standards-based guide. Routledge. | | | | | | | |
| **OTHER REFERENCES** | | | | | Conceição, S. C., & Howles, L. L. (2020). Designing the Online Learning Experience: Evidence-based Principles and Strategies. Stylus Publishing, LLC.  Kılıç Çakmak, Ebru & Karataş, S. (2020). Çevrimiçi Öğrenme: Farklı Bakış Açıları, Pegem Akademi  Sezgin, S. (2020). Çevrimiçi Dersler için Motivasyonel Uygulamalar ve Yaklaşımlar, Anı Yayıncılık  Sharma, R. C. (2019). Innovative applications of online pedagogy and course design. International Journal of Information and Communication Technology Education, 15(2).  Stavredes, T., & Herder, T. (2014). A guide to online course design: Strategies for student success. John Wiley & Sons. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Personal computer, internet access | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Designing Learning in the 21st Century |
| 2 | Online Course Design Models |
| 3 | Online Course Design Process |
| 4 | Interaction in Online Course |
| 5 | Motivation in Online Course |
| 6 | Gamification in Online Course |
| 7-8 | MIDTERM |
| 9 | Online Course Design Standards |
| 10 | Digital Content Development Tools |
| 11 | Interactive Lesson Design |
| 12 | Online Learning Environments |
| 13 | Open Learning Resources and Massive Open Online Courses |
| 14 | Assessment in the Online Course |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **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** | 546502006 | **COURSE NAME** | Online Teaching Strategies |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 10 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
|  | | %100 | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | |  |
| Quiz | | | | | 5 | | 25 |
| Homework | | | | | 1 | | 25 |
| Project | | | | | 1 | | 25 |
| Report | | | | |  | |  |
| Others (Class participation and presentations) | | | | |  | | 25 |
| **FINAL EXAM** | | | | |  | | | | |  | |  |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course is project-based and designed for primary and secondary school teachers to develop a constructivist teaching approach with the appropriate use of technology. Topics include understanding which technologies enhance learning, understanding important issues and issues while using technology resources in classrooms and schools, current and best practices for technology and project-based learning, strategies for authentic assessment, electronic portfolios, selection of appropriate educational software, participation in virtual learning communities and being aware of the ISTE Educational Technology Standards for teachers and students. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to gain knowledge and skills about teaching strategies used in online learning environments. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Distinguish the teaching strategies used in the online environment  2. Explain the factors that are important in determining appropriate learning strategies in the online environment.  3. Discuss the usage purposes of different teaching strategies used in the online environment.  4. Distinguish authentic assessment methods  5. Determine an authentic assessment method suitable for an online course | | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | Borich, G. D., (2014). Effective Teaching Methods, (8th Ed.)  Anderson, T. (Ed.). (2008). The theory and practice of online learning. Athabasca University Press.  Cuurent articles | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Personal computer, internet access | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Strategies for preparing a suitable learning environment and meeting students |
| 2 | Types of interaction online |
| 3 | Effective teaching strategies in the online environment 1: Collaborative learning, small group work, discussion forums, etc. |
| 4 | Effective teaching strategies in online environment 2: Self-directed learning, self-regulation skills |
| 5 | Effective teaching strategies in the online environment 3: Selection of appropriate courseware |
| 6 | Prominent issues and problems in online technology use |
| 7-8 | MIDTERM |
| 9 | Authentic assessment approaches-1 |
| 10 | Authentic assessment approaches-2 |
| 11 | Virtual learning communities |
| 12 | Discussion of technology standards for teachers and students |
| 13 | Student presentations |
| 14 | Student presentations |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 546502002 | **COURSE NAME** | **INSTRUCTIONAL DESIGN** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | - | | | 3 | 10 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | | 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 and approaching instructional design models and their common traits for institutional analysis. The course continues with a critical approach to The ADDIE Model’s phases and their technological reflections into each stakeholder and process in any context. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main purpose of this course is to introduce instructional design, its theoretical and technological foundations 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 EDUCATION** | | | | |  | | | | | | |
| **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 5. explore the common traits of instructional design models, 6. evaluate the technological reflections of instructional design models into project-based processes and 7. learn how to analyze the pre-requisities and variables for developing a new instructional design model. | | | | | | |
| **TEXTBOOK** | | | | | Şimşek,A. (2009). *Öğretim Tasarımı(*First Edition). Nobel Yayıncılık, Ankara. | | | | | | |
| **OTHER REFERENCES** | | | | | Fer, S. (2011). *Öğretim Tasarımı* (First Edition). Anı Yayıncılık, Ankara.Akkoyunlu, B., Altun, A. & Soylu, M.Y. (2008). *Öğretim Tasarımı* (FirstEdition). Nobel Yayıncılık, Ankara.  1. Brown, A. & Green, T.D. (2006). *The Essentials of Instructional Design: Connecting Fundemental Principles with Process and Practice* (5th Edition). Pearson, Columbus, OH. 2. 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** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | An introduction to instructional design, educational technology and instructional technology |
| 2 | An introduction to the field and history of Instructional Design |
| 3 | The difference between the concepts media and medium reflections on instructional design |
| 4 | A systematic approach to instructional design and technological foundations |
| 5 | Theoretical foundations of instructional design |
| 6 | A general outlook on the instructional design models |
| 7-8 | MID-TERM EXAM |
| 9 | Instructional design models and their common traits |
| 10 | Analysis and technological reflections into technology integration in education |
| 11 | Design and technological reflections into technology integration in education |
| 12 | Development and technological reflections into technology integration in education |
| 13 | Implementation and technological reflections into technology integration in education |
| 14 | Evaluation and technological reflections into technology integration in education |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. | x | ☐ | ☐ |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. | ☐ | x | ☐ |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. | ☐ | x | ☐ |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. | ☐ | x | ☐ |
| 5 | Will have literacy skills specific to the field of educational technology. | ☐ | ☐ | X |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. | ☐ | ☐ | x |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. | ☐ | x | ☐ |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. | ☐ | ☐ | X |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. | ☐ | ☐ | X |
| 10 | Will be able to follow the current trends in the field of educational technologies. | ☐ | ☐ | X |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. | ☐ | ☐ | x |
| 12 | Will be able to gain basic statistical skills. | x | ☐ | ☐ |
| 13 | Will be able to explain the scientific research process in detail. | ☐ | x | ☐ |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. | x | ☐ | ☐ |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. | ☐ | ☐ | x |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Instructor :** Assist. Prof. Dr. Mehmet ERSOY

**Date :**

**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** | 546501008 | **COURSE NAME** | Virtual Education Models |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 10 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
|  | | %100 | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 30 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 30 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | What factors make up virtual, blended and technology enhanced learning, and approaches that improve student retention, engagement, and motivation; what are the key considerations for building strong online learning communities; how to plan virtual learning environments etc. topics will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to gain knowledge about virtual learning models and skills for the establishment and management of virtual learning environments. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | The concept of virtual learning will be defined. The main factors of quality learning environments will be listed. The pros and cons of virtual learning environments will be outlined. A successful virtual learning environment can be planned.An overview of online discussion management approaches, pedagogy, best practices and tactics will be provided. | | | | | | | |
| **TEXTBOOK** | | | | | Simonson, M. (2015). Teaching and Learning at a Distance: Foundations of Distance Education , 6th Ed. Charlotte, NC: Information Age Publishing | | | | | | | |
| **OTHER REFERENCES** | | | | | Dick, W., Carey, L., Carey, J. O. (2011). The systematic design of instruction (8th ed.). New York: Longman. Epstein, P. (2006). Online, campus, or blended learning: What do consumers prefer and why. Distance Learning, 3(3), 35-37.  Foley, M. (2003). The Global Development Learning Network: A World Bank initiative in distance learning for development. In M. G. Moore W. G. Anderson (Eds.), Handbook of distance education. Mahwah, NJ: Erlbaum. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Personal computer, internet access | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to virtual learning design and delivery |
| 2 | Virtual learning communities |
| 3 | Virtual learning environment design |
| 4 | Virtual learning environments design models |
| 5 | Issues to address in the planning process |
| 6 | Instructional design prenciples |
| 7-8 | MIDTERM |
| 9 | Blended learning design |
| 10 | Managing interaction |
| 11 | Benefits of onilne discussion |
| 12 | Interaction in asynchronous and synchronous learning environments |
| 13 | Current issues in virtual learning environments |
| 14 | Emerging technologies in virtual learning environments |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **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** | 546502003 | **COURSE NAME** | Seminar |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 0 | | 3 | 0 | | | 0 | 10 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
| %30 | | %20 | | | | %20 | | | | | %30 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 30 |
| Project | | | | | 1 | | 30 |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, students prepare a study using the scientific method on a problem they have determined together with the instructor in charge of the course and share their work in the classroom environment. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to enable students to gain the skills of reaching scientific data, using data, evaluating and preparing presentations in solving a problem related to their field before proceeding to the thesis stage. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course, students;  1. He may notice a problem in his field.  2. Can use the scientific process effectively.  3. Develop alternative solutions to the problem in question.  4. Can write a scientific report.  5. Can present the research report effectively | | | | | | | |
| **TEXTBOOK** | | | | | APA (2009). Amerikan psikoloji derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Personal computer, internet access | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Current developments and problems in the field |
| 2 | Detecting the problem situation |
| 3 | Literature review |
| 4 | Preparing a research proposal |
| 5 | Data collection |
| 6 | Data collection |
| 7-8 | MIDTERM |
| 9 | Analysis of data |
| 10 | Analysis of data |
| 11 | Results |
| 12 | Discussion and suggestions |
| 13 | Writing a research report |
| 14 | Presentation of the research report |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **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** | 546501003 | **COURSE NAME** | Technology Management |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 10 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
|  | |  | | | | %100 | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 30 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 30 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | System design and development, online learning environments and infrastructure, installation and configuration of learning environments, virtualization technologies, cloud technologies, database servers in education delivery, application servers, media servers, library systems and learning management systems installation and integration, with student information systems integration of learning environments; LDAP, Kerberos, CAS etc. single sign on management, performance improvement methods in infrastructure services, open source applications in online learning. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to gain knowledge and skills for the establishment and management of learning environments | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Will be able to discuss technology management concepts,  2. Will be able to explain the technology system components used in learning environments,  3. Distinguish the purposes of using technologies used in learning environments,  4. Will be able to discuss the technology managerial processes of learning environments | | | | | | | |
| **TEXTBOOK** | | | | | 1. Tatnall, A.& Osorio, J.& Visscher, A. (2005). Information Technology and Educational Management in the Knowledge Society,Springer US. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Phaal, R. & Farrukh, Clare & Probert, D.R.. (2001). Technology management process assessment: A case study. International Journal of Operations & Production Management. 21. 1116-1132. 10.1108/EUM0000000005588.  2. Phaal, Robert & Farrukh, Clare & Probert, David. (2004). A framework for supporting the management of technological knowledge. International Journal of Technology Management - INT J TECHNOL MANAGE. 27. 10.1504/IJTM.2004.003878.  3. Probert, D. (2013). Teknoloji Yönetimi - Faaliyetleri Ve Araçları, Efil Yayınevi | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Personal computer, internet access | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic Concepts in Technology management |
| 2 | Technology components in learning environments |
| 3 | Learning management systems |
| 4 | Online meeting and lecture presentation tools |
| 5 | Multimedia systems |
| 6 | Student information systems |
| 7-8 | MIDTERM |
| 9 | Modular system approach |
| 10 | Single sign-on systems |
| 11 | Load balancing systems |
| 12 | System monitoring and reporting tools |
| 13 | Technology management framework |
| 14 | System evaluation |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
| **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 / Fall |

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| **COURSE CODE** | 546502701 | **COURSE NAME** | Special Topics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| III/IV | 3 | | 0 | 0 | | | 0 | 5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
|  | | %50 | | | |  | | | | | %50 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 50 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Taking the lead for master student, “The Specialization Field Course” ensures students to acquire knowledge, skills and attitude. The content of the course is as follows: defining a problem statemant and research topic related to the thesis, exposuring the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developing a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Evaluations and discussions of the new developments and articles in the study fields of the students who are progressing their master thesis. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of this module students will be able to:  1. Choose a problem statemant and define it within the context of theoretical and / or social affects,  2. Understand the relationship between research topic and the research problem,  3. Understand and explain the importance and purpose of the study,  4. Choose one of the suitable methods devoted to the research problem and search the literature,  5. Develop an initial draft plan within the context of thesis proposal, devoted to estimated general situation of the study. | | | | | | | |
| **TEXTBOOK** | | | | | Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi. Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık. Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık. Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık. Marshall, C. ve Rossman G. (1989). Designing qualitive research. London: Sage Publications. Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc. Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Personal computer, internet access | | | | | | | |

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

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
| 5 | Will have literacy skills specific to the field of educational technology. |  |  |  |
| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
| 12 | Will be able to gain basic statistical skills. |  |  |  |
| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
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| 20 |  |  |  |  |
| **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 / Fall |

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| **COURSE CODE** | 546501901 | **COURSE NAME** | Master Thesis |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| III/IV | 0 | | 1 | 0 | | | 0 | 25 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Technical Science | | | | | **Social Science** | |
| %30 | | %20 | | | | %20 | | | | | %30 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 50 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The content of the course is as follows: defining a problem statement and research topic related to the thesis, exposing the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developing a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Taking the lead for master student, ensuring students to acquire knowledge, skills and attitude. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of this module students will be able to:  1. Choose a problem statement and define it within the context of theoretical and / or social affects, 2. Understand the relationship between research topic and the research problem,  3. Understand and explain the importance and purpose of the study, 4. Choose one of the suitable methods devoted to the research problem and search the literature, 5. Develop an initial draft plan within the context of thesis proposal, devoted to estimated general situation of the study. | | | | | | | |
| **TEXTBOOK** | | | | | - | | | | | | | |
| **OTHER REFERENCES** | | | | | Januszewski, A., & Molenda, M. (Eds.). (2013). Educational technology: A definition with commentary. Routledge. Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi. Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık. Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık. Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık. Marshall, C. & Rossman G. (1989). Designing qualitive research. London: Sage Publications. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Personal computer, internet access | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic principles in educational research |
| 2 | Problem/Purpose |
| 3 | Literature review |
| 4 | Qualitative and quantitative research designs |
| 5 | Sampling |
| 6 | Implementation Process |
| 7-8 | Implementation Proces |
| 9 | Analysis of data |
| 10 | Analysis of data |
| 11 | Results |
| 12 | Discussion and suggestions |
| 13 | Writing a research report |
| 14 | Presentation of the research report |
| 15-16 | Course evaluation |

|  |  |  |  |  |
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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to solve problems that require expertise by using scientific research methods. |  |  |  |
| 2 | Gain the ability to interpret the information in the field by integrating it with information from different disciplines. |  |  |  |
| 3 | Gain the ability to independently construct a problem in the field, develop a solution method, solve it, and evaluate the results. |  |  |  |
| 4 | Will be able to observe social, scientific and ethical values in the stages of collecting, interpreting and announcing data related to the field. |  |  |  |
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| 6 | Will be able to be aware of the relationship of the field with other disciplines. |  |  |  |
| 7 | Will be able to combine their knowledge in educational technologies with different disciplines. |  |  |  |
| 8 | Will be able to critically look at current knowledge and practices in the field of educational technologies. |  |  |  |
| 9 | Contribute to interdisciplinary studies by integrating technology into other fields. |  |  |  |
| 10 | Will be able to follow the current trends in the field of educational technologies. |  |  |  |
| 11 | Will be able to adopt lifelong learning and exhibit it as an attitude. |  |  |  |
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| 13 | Will be able to explain the scientific research process in detail. |  |  |  |
| 14 | Will be able to perform systematic analysis for technology solutions in educational institutions. |  |  |  |
| 15 | Will be able to discuss the tools used for the development of technology supported learning environments. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**