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| **CURRICULUM AND INSTRUCTION DOCTORATE PROGRAMME** | | | | | |
| **Course Code** | **Course Name** | **ECTS** | **T+P+L** | **C/E** | **Language** |
| **Fall Semester (I. Semester)** | | | | | |
| 541611018 | Advanced Research Methods in Education I | 7.5 | 3+0+3 | C | Turkish |
| 541611019 | Advanced Education Statistics I | 7.5 | 3+0+3 | C | Turkish |
| 541611031 | Seminar | 7.5 | 0+3+0 | C | Turkish |
| 541611020 | Philosophical Foundations of Curriculums | 7.5 | 3+0+3 | E | Turkish |
| 541611021 | Theory and Practice in Curriculum Development | 7.5 | 3+0+3 | E | Turkish |
| 541611022 | Education in Eastern Philosophy | 7.5 | 3+0+3 | E | Turkish |
| 541611023 | Comparative Education Programs | 7.5 | 3+0+3 | E | Turkish |
| 541611024 | Program Evaluation Models | 7.5 | 3+0+3 | E | Turkish |
| 541611025 | Ethic and Character Education | 7.5 | 3+0+3 | E | Turkish |
| 541611026 | Mathematics Education and Curriculum | 7.5 | 3+0+3 | E | Turkish |
| 541611027 | Science Education and Curriculum | 7.5 | 3+0+3 | E | Turkish |
| 541611029 | Art and Aesthetic Education | 7.5 | 3+0+3 | E | Turkish |
| 541611030 | Approaches of Learning and Teaching Process | 7.5 | 3+0+3 | E | Turkish |
| 541611032 | Active Learning Approach in Education | 7.5 | 3+0+3 | E | Turkish |
| 541611033 | The Planning and Evaluation in Teaching | 7.5 | 3+0+3 | E | Turkish |
| 541611034 | Designing and Developing Effective Prof. Development Programs | 7.5 | 3+0+3 | E | Turkish |
| **Total Credit** | | **30** | **12** |  |  |
| **Spring Semester (II. Semester)** | | | | | |
| 541612022 | Advanced Research Methods in Education II | 7.5 | 3+0+3 | C | Turkish |
| 541612012 | Theories of Learning and Teaching | 7.5 | 3+0+3 | E | Turkish |
| 541612013 | Primary School Curriculum | 7.5 | 3+0+3 | E | Turkish |
| 541612014 | Program Development Models | 7.5 | 3+0+3 | E | Turkish |
| 541612015 | Psychological Foundations of Literacy | 7.5 | 3+0+3 | E | Turkish |
| 541612016 | Advanced Education Statistics II | 7.5 | 3+0+3 | E | Turkish |
| 541612017 | Educational Anthropology | 7.5 | 3+0+3 | E | Turkish |
| 541612018 | Teacher Education Models | 7.5 | 3+0+3 | E | Turkish |
| 541612019 | Turkish Pedagogical Thought | 7.5 | 3+0+3 | E | Turkish |
| 541612020 | Contemporary Issues in Education | 7.5 | 3+0+3 | E | Turkish |
| 541612021 | Cultural Psychology | 7.5 | 3+0+3 | E | Turkish |
| **Total Credit** | | **30** | **9** |  |  |
| **Fall Semester (III. Semester)** | | | | | |
| 541611701 | Ph.D.Proficiency | 30 | 0+1+0 | C | Turkish |
| **Total Credit** | | **30** | **9** |  |  |
| **Spring Semester (IV. Semester)** | | | | | |
| 541611601 | Thesis proposal | 30 | 0+1+0 | C | Turkish |
| **Total Credit** | | **30** | **0** |  |  |
| **Fall Semester (V. Semester)** | | | | | |
| 541612701 | Doctorate Thesis | 25 | 0+1+0 | C | Turkish |
| 541611901 | Special Topics | 5 | 3+0+0 | C | Turkish |
| **Total Credit** | | **30** | **0** |  |  |

**Course Load and Graduation:** A minimum of 7 (seven) courses, seminars, qualification exams, thesis proposals, specialization courses, and thesis work are required, totaling at least 21 local credits and 240 ECTS credits. The seminar course and thesis work are non-credit and are evaluated as either successful or unsuccessful.

**ESOGU Department of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611018 | **COURSE NAME** | Advanced Research Methods in Education I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY (X) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %100 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Main purpose of this course is to enable students to examine research processes (determining a problem, data collection, data analysis, and interpretation of the results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The objective of this course is to gain ability for performing all aspects of quantitative research. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. to develop understandings about the role of research in science –especially in knowledge management 2. to gain knowledge about research processes and research methods 3. to analyze research in knowledge management field and gaining evaluation ability 4. to think systematically for solving problems in knowledge management field and perform analytical methods 5. to teach data collection, data analysis and evaluation techniques 6. to gain knowledge in writing research proposal and preparing research report | | | | | | |
| **TEXTBOOK** | | | | | * McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company. | | | | | | |
| **OTHER REFERENCES** | | | | | * Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. New York: Routledge. * Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage. * APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları. * Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık. * Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi. * Sipahi, B., Yurtkoru, E. S., & Çinko, M. (2010). Sosyal bilimlerde SPSS’le veri analizi. İstanbul: Beta Yayınları. * Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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

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| **Department of Curiculşum and Instruction**  **Upon the completion of the programme, the students will be able to;** | | **3** | **2** | **1** |
|  | design, analyze and interpret a scientific research in the field | X |  |  |
|  | apply scientific research processes properly to solve educational problems | X |  |  |
|  | report the findings of a scientific study in the field | X |  |  |
|  | evaluate curriculum development models from various perspectives |  |  | X |
|  | prepare a curriculum design in the concerned field of study |  | X |  |
|  | choose and apply teaching models and strategies appropriate with students’ characteristics,  learning outputs and content |  |  | X |
|  | prepare and apply learning styles and strategies based instructional designs |  | X |  |
|  | be aware of professional and ethical responsibilities and behave in accordance | X |  |  |
|  | determine problems and issues in the field and develop proper solutions | X |  |  |
|  | make a decision on the effectiveness and appropriateness of a program by choosing and  implementing proper program evaluation approaches. |  | X |  |
|  | be aware of current problems in Turkish teacher education system and generate solutions |  |  | X |
|  | follow scientific developments in the field and participate the facilities regarding. | X |  |  |
|  | use at least one foreign language properly and accurately |  |  | X |
|  | evaluate educational issues and problems critically and reflectively. |  | X |  |
|  | properly apply information and communication technologies in the field | X |  |  |
|  | communicate impressively |  | X |  |
| **1: None. 2: Partially. 3: Completely**. | |  |  |  |

**Instructor(s):**

**Signature**: **Dat**

**ESOGU Department of Educational Science**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611019 | **COURSE NAME** | Advanced Education Statistics I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Mechanical Engineering Profession**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| X | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | |  |  |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 40 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic terms of statistics, universe, sample, types of variables, categorizing the variables, descriptive statistics, transforming the raw scores to standardized scores. Normality, z-distribution, statistical error, hypothesis tests and decision, one-sample t-test, ki-square test. Significancy test of mean differences (independent samples t-test, dependent samples t-test, one way analysis of variance (ANOVA), non-parametric tests), correlation, regression analysis and multivariate statistics. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Knowledge of basic terms of statistics, categorizing the variables, calculating the descriptive statistics, transforming the raw scores to standardized scores. Comprehension the statistical error. Administration hypothesis tests and deciding through results. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students will gain the ability to apply statistical techniques. | | | | | | |
| **COURSE OUTCOMES** | | | | | Knows the basic terms of statistics. Calculates the basic descriptive statistics, transforms the raw scores to standardized scores, administers the one-sample t-test and ki-square test and decides through results. | | | | | | |
| **TEXTBOOK** | | | | | Şener Büyüköztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introducing |
| 2 | Basic terms, universe and sample, variable types, categorizing the data. |
| 3 | Normal and Z distribution, statistical error and decision. |
| 4 | Introducing to statistical software, creating a database. |
| 5 | Descriptive statistics. |
| 6 | Hypothesis types and hypothesis tests. |
| 7 | Ki-square test and one-sample t-test. |
| 8 | Independent samples t-test. |
| 9 | One-way ANOVA and Post-hoc tests. |
| 10 | Repeated measures t-test. |
| 11 | Correlation, simple linear regression. |
| 12 | Multivariate statistics, multiple linear regression. |
| 13 | Multivariate Analysis of Variance (MANOVA) |
| 14 | Factor Analysis |
| 15-16 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | design, analyze and interpret a scientific research in the field | **X** |  |  |
| 2 | apply scientific research processes properly to solve educational problems |  | **X** |  |
| 3 | report the findings of a scientific study in the field | **X** |  |  |
| 4 | evaluate curriculum development models from various perspectives |  |  | **X** |
| 5 | prepare a curriculum design in the concerned field of study |  |  | **X** |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  |  | **X** |
| 7 | prepare and apply learning styles and strategies based instructional designs |  | **X** |  |
| 8 | be aware of professional and ethical responsibilities and behave in accordance |  |  | **X** |
| 9 | determine problems and issues in the field and develop proper solutions |  | **X** |  |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | **X** |  |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions |  |  | **X** |
| 12 | follow scientific developments in the field and participate the facilities regarding. | **X** |  |  |
| 13 | use at least one foreign languages properly and accurately |  |  | **X** |
| 14 | evaluate educational issues and problems critically and reflectively. |  |  | **X** |
| 15 | properly apply information and communication technologies in the field |  |  | **X** |
| 16 | communicate impressively |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Department of Educational Science**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611020 | **COURSE NAME** | Philosophical Foundations of Curriculums |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY (X) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %10 | | %70 | | | |  | | | | | %20 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | | 1 | 40 |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | * Classical and modern educational theories. * Anthropological and epistemological social and ethical foundations of education. * Purposes and principles of teaching in Far Eastern, Classical Greek and Islamic philosophy. * Education in modern thought and people's autonomy. * The idea of education in ​​the context of modernity, multiculturalism and globalization. | | | | | | |
| **COURSE OBJECTIVES** | | | | | * To know the relationship between the educational philosophy and science of education. * To know different theories and practice of education in the different schools of philosophy. * To understand the intellectual context of education. * To understand the cultural codes of education. * To criticize, to analyse and to know different educational thoughts. * To know a multiple educational approach in globalizing world | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. to know the concepts of educational philosophy.  2. to explain the universal and the cultural context of education.  3. to know and to analyse educational theories.  4. to discuss the relationship between classical educational approach and modern education system. | | | | | | |
| **TEXTBOOK** | | | | | Gülnihal Küken: Ortaçağda Eğitim Felsefesi*,* İstanbul 2001.  İsmail Kaplan: Türkiye’de Milli Eğitim İdeolojisi. İstanbul 1999. | | | | | | |
| **OTHER REFERENCES** | | | | | Fletcher, S.: Education and Emancipation. New York: Teachers College Press 20. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Method and content of course. |
| 2 | Introduction to classical and modern education theories. |
| 3 | Anthropological and epistemological approaches to education |
| 4 | Education and society. |
| 5 | The role of culture in determining the principles and objectives of education. |
| 6 | The role of culture in determining the principles and objectives of education. |
| 7-8 | MID-TERM EXAM |
| 9 | Human education in Islamic thought. |
| 10 | Objectives and models education in western thought. |
| 11 | Ethical dimension of education. |
| 12 | Relationship between education and politic. |
| 13 | Education in the context of multiculturalism and globalization. |
| 14 | Assessment of the course |
| 15-16 | FINAL EXAM |

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| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field |  |  | X |
| 1. apply scientific research processes properly to solve educational problems |  | X |  |
| 1. report the findings of a scientific study in the field |  | X |  |
| 1. evaluate curriculum development models from various perspectives |  |  | X |
| 1. prepare a curriculum design in the concerned field of study |  | X |  |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  |  | X |
| 1. prepare and apply learning styles and strategies based instructional designs |  |  | X |
| 1. be aware of professional and ethical responsibilities and behave in accordance | X |  |  |
| 1. determine problems and issues in the field and develop proper solutions |  |  | X |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  |  | X |
| 1. be aware of current problems in Turkish teacher education system and generate solutions |  |  | X |
| 1. follow scientific developments in the field and participate the facilities regarding. |  | X |  |
| 1. use at least one foreign languages properly and accurately |  | X |  |
| 1. evaluate educational issues and problems critically and reflectively. |  | X |  |
| 1. properly apply information and communication technologies in the field |  | X |  |
| 1. communicate impressively | X |  |  |
| **1: None. 2: Partially. 3: Completely**. |  |  |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Department of Educational Science**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611021 | **COURSE NAME** | Theory and Practice in Curriculum Development |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** | |
| I | 3 | | 0 | | 0 | | 3 | 7.5 | COMPULSORY () ELECTIVE (X) | | TR | |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | | **Social Science** |
|  | |  | | | |  | | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | | 1 | | 30 |
| Quiz | | | | | |  | |  |
| Homework | | | | | |  | |  |
| Project | | | | | | 1 | | 30 |
| Report | | | | | |  | |  |
| Others (………) | | | | | |  | |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | |  | | | | | | | | |
| **COURSE DESCRIPTION** | | | | In this course: basic concepts of program development, theoretical foundations of curriculum development, the need for program development, dimensions of the program, issues of curriculum development models and development processes, application study to develop the program is located. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | The aim of this course;   1. Know the basic concepts of program development, 2. Understanding theoretical foundations of the curriculum development, 3. Recognition the types of programs, 4. Recognition of the program items, 5. Understanding the processes of curriculum development, 6. Analyze to gain knowledge and skills the model of curriculum development in Turkey. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | | |
| **COURSE OUTCOMES** | | | | 1. Know the basic concepts of program development. 2. Know theoretical foundations of the curriculum development. 3. Recognize the program types. 4. 4. Comprehend curriculum design and models. 5. Recognize the program items. 6. Understand the program development process. 7. Analyze of program development activities in Turkey and World. | | | | | | | | |
| **TEXTBOOK** | | | | Olivia, P. F. (1988). Developing the Curriculum. Boston: Scott, Foresman and Company.  Taba, Hilda (1962). Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World.  Tyler, R. W. (1973). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Pres.  Demirel, Ö. (2009). Eğitimde Program Geliştirme. Ankara: Pegem Akademi. | | | | | | | | |
| **OTHER REFERENCES** | | | | Varış, Fatma (1996). Eğitimde Program Geliştirme: “teori ve teknikler”. Ankara: Alkım Kitapçılık Yayıncılık.  Doğan, Hıfzı (1997). Eğitimde Program ve Öğretim Tasarımı. Ankara: Önder Matbaacılık.  Ertürk, Selahattin (1998). Eğitimde “Program” Geliştirme. Ankara: Meteksan.  Özçelik, Durmuş Ali (2010). Eğitim Programları ve Öğretim (genel öğretim yöntemleri). Pegem Akademi Yayıncılık.  Bilen, Mürüvvet (2000). Planlamadan Uygulamaya Öğretim. Ankara: Anı Yayıncılık.  Erden, Münire (1998). Eğitimde Program Değerlendirme. Ankara: Anı Yayıncılık.  Erginer, E. (2008). Öğretimi Planlama, Uygulama ve Değerlendirme. Pegem A Yayıncılık: Ankara.  Senemoğlu, Nuray (2002). Gelişim ve Öğrenme. Ankara: Anı Yayıncılık  Sönmez, Veysel (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic Concepts İn Curriculum Development |
| 2 | Theorical Foundation İn Curriculum Development |
| 3 | Theorical Foundation İn Curriculum Development |
| 4 | Why Do We Need Curriculum Development? Theorical Foundation İn Curriculum Development |
| 5 | Dimensions Of Curriculum Development |
| 6 | Instruction Curriculum Design |
| 7-8 |  |
| 9 | Evaluation Of Instruction Curriculum |
| 10 | Approaches İn Curriculum Development (Multiple Intelligence Theory) |
| 11 | Approaches İn Curriculum Development (Active Learning, Collaborative Learning, Life Long Learning) |
| 12 | Approaches İn Curriculum Development (Ways Of Thinking) |
| 13 | Approaches İn Curriculum Development (Constructivism) |
| 14 | Analysing On Applying İnstruction Curriculums |
| 15-16 |  |

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| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field |  | X |  |
| 1. apply scientific research processes properly to solve educational problems |  | X |  |
| 1. report the findings of a scientific study in the field |  | X |  |
| 1. evaluate curriculum development models from various perspectives | X |  |  |
| 1. prepare a curriculum design in the concerned field of study | X |  |  |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | X |  |
| 1. prepare and apply learning styles and strategies based instructional designs |  | X |  |
| 1. be aware of professional and ethical responsibilities and behave in accordance |  | X |  |
| 1. determine problems and issues in the field and develop proper solutions | X |  |  |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | X |  |
| 1. be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 1. follow scientific developments in the field and participate the facilities regarding. | X |  |  |
| 1. use at least one foreign languages properly and accurately |  | X |  |
| 1. evaluate educational issues and problems critically and reflectively. |  | X |  |
| 1. properly apply information and communication technologies in the field |  | X |  |
| 1. communicate impressively |  | X |  |
| **1: None. 2: Partially. 3: Completely**. |  |  |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Department of Educational Science**

**COURSE INFORMATION FORM**

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

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| --- | --- | --- | --- |
| **COURSE CODE** | 541611022 | **COURSE NAME** | Education in Eastern Philosophy |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY () ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %10 | | %70 | | | |  | | | | | %20 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | | 1 | 40 |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Thought of individual, knowledge and society in Islamic Education. Individual and his education ideas and practices of modern and classic periods according to Indian, Chinese and Japanese philosophers . | | | | | | |
| **COURSE OBJECTIVES** | | | | | * To know content, purpose and method of education in eastern philosophy. * To understand the historical development and cultural context of education. * To discover the idea of multicultural and multicivilizational education. * To understand the introduction of thought between eastern and western. * To know important thinkers of eastern philosophy. * To know a multiple educational approach in globalizing world. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. to know the concepts of Eastern philosophy about education.  2. to explain the universal and the cultural context of education.  3. to know the educational approach of eastern civilizations in historical and philosophical context.  4. to discuss the relationship between classical eastern educational approach and modern education system. | | | | | | |
| **TEXTBOOK** | | | | | Mizrap Polat / Cemal Tosun (Hrsg.) : İslamische Theologie und Religionspaedagogik. İslamische Erziehung als Entfaltung des Selbst. Frankfurt a. M. usw.: Peter Lang 2010.  Leo Tzu: Bilinmeyen Öğretiler. İstanbul: Kaknüs 1999. | | | | | | |
| **OTHER REFERENCES** | | | | | Ahmet Çelebi: İslam'da Eğitim-Öğretim Tarihi. Terc. Ali Yardım, İstanbul: Damla 1983. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Method and content of course. |
| 2 | Relationship between education and philosophy. |
| 3 | Education in Indian philosophy: Buddha and education. |
| 4 | Education in Chinese philosophy: Confucius and education. |
| 5 | Education in Pre-Islamic civilization in Iran. |
| 6 | Perfect human being in Islamic thought. |
| 7-8 | MID-TERM EXAM |
| 9 | Theological and philosophical foundations of perfect human being. |
| 10 | Human education in Farabi. |
| 11 | Virtuous human in İbn Sina. |
| 12 | Knowledge, wisdom and education in Gazali. |
| 13 | Thought of education in Mevlana, Hacı Bektaş ve Yunus Emre |
| 14 | Assessment of the course |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Design, analyze and interpret a scientific research in the field | **X** |  |  |
| 2 | Apply scientific research processes properly to solve educational problems | **X** |  |  |
| 3 | Report the findings of a scientific study in the field | **X** |  |  |
| 4 | Evaluate curriculum development models from various perspectives |  |  | **X** |
| 5 | Prepare a curriculum design in the concerned field of study |  | **X** |  |
| 6 | Choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | **X** |  |
| 7 | Prepare and apply learning styles and strategies based instructional designs |  | **X** |  |
| 8 | Be aware of professional and ethical responsibilities and behave in accordance | **X** |  |  |
| 9 | Determine problems and issues in the field and develop proper solutions | **X** |  |  |
| 10 | Make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | **X** |  |
| 11 | Be aware of current problems in Turkish teacher education system and generate solutions | **X** |  |  |
| 12 | Follow scientific developments in the field and participate the facilities regarding. | **X** |  |  |
| 13 | Use at least one foreign languages properly and accurately |  |  | **X** |
| 14 | Evaluate educational issues and problems critically and reflectively. | **X** |  |  |
| 15 | Properly apply information and communication technologies in the field | **X** |  |  |
| 16 | Communicate impressively | **X** |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Department of Educational Science**

**Course Information Form**

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| **SEMESTER** | Fall | |
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| **COURSE CODE** | | 541611023 | | | | | **COURSE NAME** | | | Comparative Education Programs | | | | | |
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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | | | |
| **Theory** | | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | | | **LANGUAGE** |
| I | 3 | | | 0 | 0 | | | 3 | 7.5 | | COMPULSORY () ELECTIVE (X) | | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | | | | |
| **Basic Science** | | | **Educational Science** | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | | | | | **Social Science** |
| - | | | %100 | | |  | | | | | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | | **Quantity** | | | **%** |
| Mid-Term | | | | | | | 1 | | | 30 |
| Quiz | | | | | | |  | | |  |
| Homework | | | | | | |  | | |  |
| Project | | | | | | | 1 | | | 30 |
| Report | | | | | | |  | | |  |
| Others (presentation, summary of the presented discussion) | | | | | | |  | | |  |
| **FINAL EXAM** | | | | |  | | | | | | | 1 | | | 40 |
| **PREREQUISITE(S)** | | | | | - | | | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition of comparative education, history of comparative education, methods of comparative education, comparative study of educational systems, American, English, German, Norway, Finland, France, Italy, Spain, Portugal and Japan educational systems | | | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | By reviewing the educational systems, curricula and teacher training models of different countries, students develop critical perspectives on educational issues. | | | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Defines comparative education, learns the scope and methods of comparative education, 2. Becomes aware of international educational developments and EU process 3. Compares educational systems of Turkey and Scandinavia 4. Get to know German, Austrian, Italian and French educational systems 5. Analyze the Japan educational system 6. Compares Turkish, Spanish and Portugese educational systems 7. Knows American and British educational systems and compares them with Turkish educational system | | | | | | | | | | |
| **TEXTBOOK** | | | | | Demirel, Özcan. (2000). Karşılaştırmalı Eğitim. Ankara: Pegem A Yayıncılık Erdoğan, İrfan. (2000). Çağdaş Eğitim Sistemleri. Ankara: Sistem Yayıncılık Balcı, Ali, (2009) Karşılaştırmalı Eğitim Sistemleri, , Pegem A Yayıncılık; | | | | | | | | | | |
| **OTHER REFERENCES** | | | | | . | | | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of Comparative Education |
| 2 | The History of Comparative Education |
| 3 | The Methods of Comparative Education |
| 4 | Comparative Education Research Process |
| 5 | Comparing Turkish Education System with Scandinavian Countries Educational Systems |
| 6 | Comparing Turkish Education System with Scandivian Educational Systems |
| 7-8 | ARA SINAV |
| 9 | German, Austria, Italian and French Educational Systems |
| 10 | Comparing Spanish and Portugal Educational Systems with Turkish Educational Systems |
| 11 | American and British Educational Systems |
| 12 | American and British Educational System |
| 13 | Japaneese Educational System |
| 14 | Comperison Japan Educatıonal System with Turkish Educational System |
| 15-16 | FINAL EXAM |

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| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field | √ |  |  |
| 1. apply scientific research processes properly to solve educational problems | √ |  |  |
| 1. report the findings of a scientific study in the field | √ |  |  |
| 1. evaluate curriculum development models from various perspectives |  | √ |  |
| 1. prepare a curriculum design in the concerned field of study |  | √ |  |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | √ |  |
| 1. prepare and apply learning styles and strategies based instructional designs |  | √ |  |
| 1. be aware of professional and ethical responsibilities and behave in accordance | √ |  |  |
| 1. determine problems and issues in the field and develop proper solutions | √ |  |  |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. | √ |  |  |
| 1. be aware of current problems in Turkish teacher education system and generate solutions | √ |  |  |
| 1. follow scientific developments in the field and participate the facilities regarding. | √ |  |  |
| 1. use at least one foreign languages properly and accurately | √ |  |  |
| 1. evaluate educational issues and problems critically and reflectively. | √ |  |  |
| 1. properly apply information and communication technologies in the field |  |  | √ |
| 1. communicate impressively | √ |  |  |
| **1: None. 2: Partially. 3: Completely**. |  |  |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Primary Education Department**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611031 | **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 | 7.5 | COMPULSORY ( X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** |
|  | | % 75 | | | |  | | | | | % 25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Article review | | | | |  |  |
| Research assignment | | | | | 1 | 30 |
| Project | | | | | 1 | 30 |
| Final Exam | | | | | 1 | 40 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  |  |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, students prepare a study with responsible instructor for the course using the scientific method on a given problem, and share work in the classroom. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main aim of the course is to gain skills like as accessing scientific data, using data, making an assessment and preparing a presentation before they pass thesis stage. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of this course students will be able to:   1. notice a problem in the relevant field. 2. effectively carry out the scientific research process. 3. systematically think in the field of solving problems and apply analytical methods. 4. develop alternative solutions about this problem. 5. write a scientific report. 6. effectively.present their resarch reports . | | | | | | |
| **TEXTBOOK** | | | | | APA (2009). *Amerikan psikoloji derneği yayım kılavuzu*.  İstanbul: Kaknüs Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | * Türkiye Bilimler Akademisi (2002). *Bilimsel araştırmada etik ve sorunları.* Ankara: TUBA * Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık. * McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company. * Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık. * Day R. A. (1998) Bilimsel bir makale nasıl yazılır ve yayımlanır? (Çeviren: Altay GA).Ankara: TÜBİTAK Yayınları. http://journals.tubitak.gov.tr/kitap/maknasyaz/ | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |  |
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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | design, analyze and interpret a scientific research in the field | X |  |  |
| 2 | apply scientific research processes properly to solve educational problems |  | X |  |
| 3 | report the findings of a scientific study in the field |  | X |  |
| 4 | evaluate curriculum development models from various perspectives | X |  |  |
| 5 | prepare a curriculum design in the concerned field of study | X |  |  |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | X |  |
| 7 | prepare and apply learning styles and strategies based instructional designs | X |  |  |
| 8 | be aware of professional and ethical responsibilities and behave in accordance |  |  | X |
| 9 | determine problems and issues in the field and develop proper solutions |  | X |  |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | X |  |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions |  |  | X |
| 12 | follow scientific developments in the field and participate the facilities regarding. |  | X |  |
| 13 | use at least one foreign languages properly and accurately |  |  | X |
| 14 | evaluate educational issues and problems critically and reflectively. | X |  |  |
| 15 | properly apply information and communication technologies in the field | X |  |  |
| 16 | communicate impressively |  | X | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

Instructor(s):

Signature: Date:

**ESOGU Department of Educational Sciences**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611024 | **COURSE NAME** | Program Evaluation Models |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY ( ) ELECTIVE (X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | | 1 | 30 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | Course "Curriculum Development Models" is  prerequisites for this course | | | | | | |
| **COURSE DESCRIPTION** | | | | | The course Program Evaluation Models includes the topics as the process of curriculum development, the need for program evaluation, planning, conducting and evaluating program evaluation studies, evaluation approaches and models, research method used in program evaluation studies. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main aim of the course is to define the need for program evaluation in education, the process of evaluation, the current approaches and models of program evaluation and the research methods used in evaluation process. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course will provide a significant contribution to students of curriculum and instruction in discussing the fundamental aspects of the program, evaluating both the whole program and these aspects using various program evaluation approaches and models, conducting sound evaluation studies in appropriate and accurate way, and selecting and using the suitable research designs for program evaluation studies. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, student;   1. explains program development and program evaluation concepts. 2. discusses the importance of and reason for program development. 3. explains program development process step by step. 4. questions the relation between program development and program evaluation. 5. explains the need for program evaluation in primary education. 6. explains the development of program evaluation. 7. explains the models used in program evaluation. 8. compares the program evaluation models. 9. explains what should be done in program evaluation process with reasons. 10. uses the quantitative approach in a program evaluation research. 11. reports the findings of a program evaluation research conducted according to quantitative approach. 12. uses the quantitative approach in a program evaluation research. 13. reports the findings of a program evaluation research conducted according to quantitative approach. 14. examines the program evaluation studies in Turkey according to the literature. 15. examines the program evaluation studies in the world according to the literature. | | | | | | |
| **TEXTBOOK** | | | | | * Yüksel, İ. & Sağlam, M. (2012). Eğitimde Program Değerlendirme: Yaklaşımları, Yöntemler ve Standartlar. Ankara: Pegema Yayınevi * Fitzpatrick, J.J., James R.S. ve Blaine R.W. (2004). Program Evaluation –Alternative Approaches and Practical Guidelines. USA: Pearson Publishing. | | | | | | |
| **OTHER REFERENCES** | | | | | * Gözütok, D. (1999). “Program Değerlendirme”. Cumhuriyet Döneminde Eğitim II. Ankara: Milli Eğitim Bakanlığı Basımevi, ss. 160-174. * McNeil, J. (1996). Curriculum-A Comprehensive Introduction. Fifth Edition. Los Angeles University of California: Harper Collins College Publishers, ss.263-288. * Olivia, P. (1988). Developing The Curriculum. Second Edition.USA: Scott, Foresman/Little, Brown College Division, ss. 462-487. * Shadish, W.R., Cork, T.D. ve Leviton L.C. (1991). Foundations of Program Evaluation. Newbury Park, CA: Sage Publications; Inc. * Taylor, P. H. and Richards C. M. (1985). An Introduction to Curriculum Studies. Worcester: Billing and Sans Limited, ss.126-150. * Turgut, F. (1983). “Program Değerlendirme”. Cumhuriyet Döneminde Eğitim I. İstanbul: Milli Eğitim Basımevi, ss. 215-231. * Varış, F. (1996). Eğitimde Program Geliştirme Teoriler-Teknikler. Ankara:Alkım Kitapçılık Yayıncılık. * Wholey, J.S., Hatry, P. Harry and Newcomer, Kathryn E. (Editors). (1994). Handbook of Practical Program Evaluation. San Francisco: Jossey-Bass Publishers. * Yaşar, Ş. (1998). “Evaluation of Educational Programmes in Turkey”. AERA Annual Meeting. (April 13-17, 1998). San Diego, CA, USA. * Demirel, Ö. (2003). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Ankara: Pegem Yayıncılık. Ertürk, S. (1972). Eğitimde Program Geliştirme. Ankara: Hacettepe Üniversitesi Basımevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction and planning the course |
| 2 | Relationship Between Curriculum Development and Evaluation |
| 3 | The Process of Curriculum Development |
| 4 | The Need for Program Evaluation |
| 5 | Planning, Conducting and Evaluating Evaluations |
| 6 | Program Evaluation Models: Objectives -Oriented Evaluation Models |
| 7 | MID-TERM EXAM |
| 8 | Program Evaluation Models: Management -Oriented Evaluation Models |
| 9 | Program Evaluation Models: Expertise -Oriented Evaluation Models |
| 10 | Program Evaluation Models: Consumer -Oriented Evaluation Models |
| 11 | Program Evaluation Models: Participant -Oriented Evaluation Models |
| 12 | Research approaches used in program evaluation: Quantitative Researches |
| 13 | Research approaches used in program evaluation: Qualitative Researches |
| 14 | Evaluation of Curriculum Evaluation Studies |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** (Upon the completion of the programme, the students will be able to | **3** | **2** | **1** |
| 1 | design, analyze and interpret a scientific research in the field | X |  |  |
| 2 | apply scientific research processes properly to solve educational problems | X |  |  |
| 3 | report the findings of a scientific study in the field | X |  |  |
| 4 | evaluate curriculum development models from various perspectives |  | X |  |
| 5 | prepare a curriculum design in the concerned field of study |  |  | X |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  |  | X |
| 7 | prepare and apply learning styles and strategies based instructional designs |  |  | X |
| 8 | be aware of professional and ethical responsibilities and behave in accordance |  | X |  |
| 9 | determine problems and issues in the field and develop proper solutions |  |  | X |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. | X |  |  |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions | X |  |  |
| 12 | follow scientific developments in the field and participate the facilities regarding. | X |  |  |
| 13 | use at least one foreign languages properly and accurately |  |  | X |
| 14 | evaluate educational issues and problems critically and reflectively. | X |  |  |
| 15 | properly apply information and communication technologies in the field |  |  | X |
| 16 | communicate impressively |  |  | X |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Department of Educational Science**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611025 | **COURSE NAME** | Ethic and Character Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY () ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %10 | | %70 | | | |  | | | | | %20 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | | 1 | 40 |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | * What is morality, ethics, norms and value? * Religious and cultural elements of ethics. * Anthropological and ethical foundations of education. * The idea of virtuous and wise man in different civilizations and cultures. * Human freedom and responsibility. * The perception of morality in the context of modernity, multiculturalism, globalization. | | | | | | |
| **COURSE OBJECTIVES** | | | | | * To know the processes of ethicalness. * The importance of values ​​education in general education system. * To understand views of ethical principles. * To know religious and cultural sources of ethics. * To understand the role of morality in development of character. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. to know the concepts of morality and character education.  2. to explain the universal and the cultural context of ethics.  3. to know the educational approach of eastern civilizations in historical and philosophical context.  4. to discuss the relationship between classical eastern educational approach and modern education system. | | | | | | |
| **TEXTBOOK** | | | | | Mevlüt Kaya: Benliğin Gelişimi Ve Kendini Gerçekleştirme. Çocuk Gelişimi ve Eğitimi, İstanbul: İSAV 1998.  Mizrap Polat: Frieden im Koran. Frankfurt a.M.: Peter Lang 2011. | | | | | | |
| **OTHER REFERENCES** | | | | | Werner Wiater: Ehtik Unterrichten. Stuttgart: Kohlhammer 2011 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Method and content of course. |
| 2 | Ethics, norms and law. |
| 3 | Virtious human in Islamic thought. |
| 4 | Ethic and Character Education in western thought. |
| 5 | Personality and identity |
| 6 | Universal ethics and globalization |
| 7-8 | MID-TERM EXAM |
| 9 | Media and ethics |
| 10 | Cultural context of ethical and characterial development. |
| 11 | Virtue and morality in Islamic Sufism. |
| 12 | Modern knowledge, modern individual, modern ethics. |
| 13 | Contribution of psychology and social science to ethics and character education. |
| 14 | Assessment of the course |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Design, analyze and interpret a scientific research in the field |  | X |  |
| 2 | Apply scientific research processes properly to solve educational problems |  | X |  |
| 3 | Report the findings of a scientific study in the field |  | X |  |
| 4 | Evaluate curriculum development models from various perspectives |  |  | X |
| 5 | Prepare a curriculum design in the concerned field of study |  |  | X |
| 6 | Choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | X |  |
| 7 | Prepare and apply learning styles and strategies based instructional designs |  | X |  |
| 8 | Be aware of professional and ethical responsibilities and behave in accordance | X |  |  |
| 9 | Determine problems and issues in the field and develop proper solutions | X |  |  |
| 10 | Make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | X |  |
| 11 | Be aware of current problems in Turkish teacher education system and generate solutions | X |  |  |
| 12 | Follow scientific developments in the field and participate the facilities regarding. |  | X |  |
| 13 | Use at least one foreign languages properly and accurately |  |  | X |
| 14 | Evaluate educational issues and problems critically and reflectively. | X |  |  |
| 15 | Properly apply information and communication technologies in the field |  | X |  |
| 16 | Communicate impressively | X |  |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Institute of Educational Sciences**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611026 | **COURSE NAME** | Mathematics Education and Curriculum |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY () ELECTIVE(X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching** | | | | | **Social Science** |
| 50 % | | 50 % | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 40 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Searching the features, principles and aims of mathematics curriculum. Dealing the attainments, learning activities and samples of measurement and assessment with critical perspective. Comparing the new Mathematics curricula with the international curricula and the curricula developed in our country previously. Evaluating and improving the conditions of the implementation of Mathematics curriculum. Preparing sample mathematics curriculum by considering the effects of new trends in Mathematics education. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of the course is to gain teachers and teacher candidates skills of searching Mathematics curriculum in the framework of the principles of curriculum development and evaluation. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. to search the features, principles and aims of mathematics curriculum.  2. to deal the attainments, learning activities and samples of measurement and evaluation with critical perspective.  3. to compare the new Mathematics curricula with the international curricula and curricula developed in our country previously.  4. to evaluate and improve the conditions of the implementation of Mathematics curriculum.  5. to prepare sample mathematics curriculum by considering the effects of new trends in Mathematics education. | | | | | | |
| **TEXTBOOK** | | | | | **MEB.(2005).** Elementary Mathematics Curriculum (1-5th grade). MEB Publications.  **MEB.(2005).** Elementary Mathematics Curriculum (6-8th grade). MEB Publications.  **MEB.(2007).** Secondary Mathematics Curriculum (9-12th grade). MEB Publications. | | | | | | |
| **OTHER REFERENCES** | | | | | **Altun, M. (2004)**. Teaching Mathematics (6-8th grade). Alfa Publications.  **Bainer, D.L. (1993).** Problems of rural elementary school teachers, *Rural Educator*, 14(2), 1–3.  **Baki, A. (2008).** Mathematics Education from Theory to Practice. Harf Publications.  **Baykul, Y. (2004)**. Teaching Mathematics (6-8th grade). Pegem A Publications.  **Dillon, J. ve Maguire, M. (1997).** Becoming a Teacher. Open University Press.  **Mason, J.(1985).** Thinking Mathematically. Addison-Wesley.  **Olkun, S. ve Toluk Uçar, Z. (2000).** Activity Based Mathematics Learning. Anı Publications. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Searching the features, principles and aims of mathematics curriculum. |
| 2 | Searching the features, principles and aims of mathematics curriculum. |
| 3 | Dealing the attainments, learning activities and samples of measurement and assessment with critical perspective. |
| 4 | Dealing the attainments, learning activities and samples of measurement and assessment with critical perspective. |
| 5 | Mathematics curricula developed in our country previously. |
| 6 | Mathematics curricula developed in our country previously. |
| 7-8 |  |
| 9 | Comparing the new Mathematics curricula with the international curricula |
| 10 | Comparing the new Mathematics curricula with the international curricula |
| 11 | Evaluating and improving the conditions of the implementation of Mathematics curriculum. |
| 12 | Evaluating and improving the conditions of the implementation of Mathematics curriculum. |
| 13 | Preparing sample mathematics curriculum by considering the effects of new trends in Mathematics education. |
| 14 | Preparing sample mathematics curriculum by considering the effects of new trends in Mathematics education. |
| 15-16 |  |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| **1** | design, analyze and interpret a scientific research in the field |  | **X** |  |
| **2** | apply scientific research processes properly to solve educational problems |  | **X** |  |
| **3** | report the findings of a scientific study in the field |  | **X** |  |
| **4** | evaluate curriculum development models from various perspectives | **X** |  |  |
| **5** | prepare a curriculum design in the concerned field of study | **X** |  |  |
| **6** | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | **X** |  |
| **7** | prepare and apply learning styles and strategies based instructional designs |  |  | **X** |
| **8** | be aware of professional and ethical responsibilities and behave in accordance |  | **X** |  |
| **9** | determine problems and issues in the field and develop proper solutions | **X** |  |  |
| **10** | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. | **X** |  |  |
| **11** | be aware of current problems in Turkish teacher education system and generate solutions |  |  | **X** |
| **12** | follow scientific developments in the field and participate the facilities regarding. |  | **X** |  |
| **13** | use at least one foreign languages properly and accurately |  | **X** |  |
| **14** | evaluate educational issues and problems critically and reflectively. |  | **X** |  |
| **15** | properly apply information and communication technologies in the field |  | **X** |  |
| **16** | communicate impressively |  | **X** |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Primary Education Department**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611027 | **COURSE NAME** | Science Education and Curriculum |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY ( ) ELECTIVE (X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %60 | | %40 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | **Science Education Standards, Active Processes in Science Teaching, Science Teaching Based on Scientific Method Process;** teaching approaches such as scientific thinking, scientific inquiry, science literacy, science teaching based on cognitive / intellectual reasoning, **Scientific Nature of Creativity, The Relationship Between Creativity and Science Education, The Rule of the Golden Ratio and Education Pyramid Model, Phenomenon,** **Concepts and Laws in Science Education;** the nature of the scientific concepts, how is access to knowledge, scientific knowledge and features, **Components of Science and Technology Curriculum:** Science-technology-society-environment in science and technology curriculum, science process skills, attitude and values in science and technology curriculum; **Technological Design Cycle in Science and Technology Curriculum; Practices of Teaching Principles, Theory, Strategy, Methods and Techniques in Science and Technology Lessons; Alternative Assessment and Evaluation in Science and Technology Lessons:** Multi-versatile evaluation, performance evaluation; **Benefitting from Books in Science and Technology Curriculum; Learning Research Contents in Science Education;** individual students’submitting of - by designing scientific activities - one of the subjects containing current high level of advanced scientific concepts and knowledge by using suitable teaching methods and debating this issue in the class under the guidance of a faculty member after examining and investigating studies related to this issue and making recommendations for effective and efficient science teaching. | | | | | | |
| **COURSE OBJECTIVES** | | | | | It is intended to develop students’ knowledge about learning methods and technology which must be selected in order to transfer them effectively to structure, philosophy, purpose, nature and implementation of Science and Technology Program, how, what and for what to use the things in the classroom; to contribute for being science and technology course curriculum literate; to profit effectively from teacher guide book prepared under the curriculum. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Defines the components of Science and technology course curriculum, 2. Has a knowledge about applications of teaching principles, theory, strategy, method and techniques in science and technology course, 3. Analyses science processes and nature of the science with their critiques by using questioning logic, 4. Captures logical links for the spirit of researchers, scientific, cause-effect relations, 5. Explains the similarities and differences between research and technological design in science, 6. Has information about multi-versatile assessment and evaluation in science and technology course, 7. Has information about benefitting from books in science and technology course curriculum. | | | | | | |
| **TEXTBOOK** | | | | | 1. Çepni, S.(2005). *Kuramdan Uygulamaya Fen ve Teknoloji Öğretimi*. Ankara: PegamA, 2. Çepni, S. Ve Çil, E. (2010). Fen ve Teknoloji Programı İlköğretim 1. ve 2. Kademe Öğretmen El Kitabı. | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Taşkın, Ö. (2008). *Fen ve teknoloji öğretiminde yeni yaklaşımlar.* Ankara: PegemA 2. Chaille, C., & Britain, L. (2003). *The young child as scientist.* New York: A & B 3. Çepni, S.(2005). *Kuramdan uygulamaya fen ve teknoloji öğretimi*. Ankara: PegamA 4. Şimşek, N., ve Çınar, Y. (2008). *Fen ve Teknoloji Öğretimi.* Ankara: Anı Yayıncılık 5. Karamustafaoğlu, O. ve Yaman S. (2006). *Fen Eğitiminde Özel Öğretim Yöntemleri I-II*. Anı Yayıncılık 6. Topsakal, Sebahattin (2000). *Fen Bilgisi Öğretimi*. Alfa Yayıncılık 7. Temizyürek Kamil (2003). *Fen Öğretimi ve Uygulamaları*. Nobel Yayın Dağıtım 8. Aşağıda adı geçen kitaplardan tercihe göre okunması tavsiye edilmektedir.   Margaret Muckenhoupt. (1997).*Bilinçdışının Kaşifi: Sigmund Freud*. Ankara: TÜBİTAK  Sargun. A. Tont (1997). *Sulak Bir Gezegenden Öyküler*. Ankara: TÜBİTAK  L. Vlasov., & D. Trifonov. (1977). *107 Kimya Öyküsü*. Ankara: TÜBİTAK  Jane Bingham. *Bilimsel Deneyler*. TÜBİTAK  Peter Adamczyk – Paul Francis Law. *Elektrik ve Manyetizma*. TÜBİTAK  Daniel Todes. (2000). *Hayvan Makinesi Araştırırken: Ivan Pavlov*. Ankara: TÜBİTAK  Bobbi Searle. *Şaşırtıcı Fen Projeleri*. Altın Kitaplar Yayınevi  Bunların yanısıra diğer TÜBİTAK yayınları da okunabilir. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Science Education Standards, Active Processes in Science Teaching |
| 2 | Science Teaching Based on Scientific Method Process |
| 3 | Scientific Nature of Creativity, The Relationship Between Creativity and Science Education |
| 4 | The Rule of the Golden Ratio and Education Pyramid Model |
| 5 | Phenomenon, Concepts and Laws in Science Education |
| 6 | Components of Science and Technology Curriculum |
| 7-8 | MID-TERM EXAM |
| 9 | Technological Design Cycle in Science and Technology Curriculum |
| 10 | Practices of Teaching Principles, Theory, Strategy, Methods and Techniques in Science and Technology Lessons |
| 11 | Alternative Assessment and Evaluation in Science and Technology Lessons |
| 12 | Benefitting from Books in Science and Technology Curriculum |
| 13 | Learning Research Contents in Science Education |
| 14 | Individual students’submitting of - by designing scientific activities - one of the subjects containing current high level of advanced scientific concepts and knowledge by using suitable teaching methods and debating this issue in the class under the guidance of a faculty member after examining and investigating studies related to this issue and making recommendations for effective and efficient science teaching. |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | design, analyze and interpret a scientific research in the field |  | **X** |  |
| 2 | apply scientific research processes properly to solve educational problems |  | **X** |  |
| 3 | report the findings of a scientific study in the field |  |  | **X** |
| 4 | evaluate curriculum development models from various perspectives |  | **X** |  |
| 5 | prepare a curriculum design in the concerned field of study | **X** |  |  |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content | **X** |  |  |
| 7 | prepare and apply learning styles and strategies based instructional designs | **X** |  |  |
| 8 | be aware of professional and ethical responsibilities and behave in accordance |  | **X** |  |
| 9 | determine problems and issues in the field and develop proper solutions | **X** |  |  |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. | **X** |  |  |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions |  | **X** |  |
| 12 | follow scientific developments in the field and participate the facilities regarding. | **X** |  |  |
| 13 | use at least one foreign languages properly and accurately |  |  | **X** |
| 14 | evaluate educational issues and problems critically and reflectively. |  |  |  |
| 15 | properly apply information and communication technologies in the field |  | **X** |  |
| 16 | communicate impressively |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Primary Education Department**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611029 | **COURSE NAME** | Art and Aesthetic Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY ( ) ELECTIVE (x) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | **Elective Course** | | |
|  | |  | | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 50 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | There are no prerequisite for this course. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Meaning and purpose of art, art education, fine arts, in education, training programs, art and aesthetics, beauty and aesthetic experience. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Can be added to facilitating life skills dimension of beauty. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students conceive and implement education and aesthetics together to develop a holistic perspective. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Beauty and aesthetic grasp of the problematic.  2. Art and aesthetic experience, to grasp.  3. The size of the operation in order to develop creative art skills in education. | | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Meaning and purpose of art |
| 2 | Nature of art program |
| 3 | Art elements and principles |
| 4 | And the nature of art education |
| 5 | Fine arts in education |
| 6 | The philosophy of antiquity and beauty |
| 7 | MID-TERM EXAM |
| 8 | Grounding of the West, art and aesthetics |
| 9 | Grounding of art and aesthetics in the east |
| 10 | The Turkish-Islamic art and aesthetics |
| 11 | Beauty and aesthetic experience |
| 12 | The process of commodification and exploitation of beauty |
| 13 | Art-aesthetic and creative thinking |
| 14 | Art-Aesthetics and holistic view of life |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to | **3** | **2** | **1** |
| 1 | design, analyze and interpret a scientific research in the field |  | X |  |
| 2 | apply scientific research processes properly to solve educational problems |  |  | X |
| 3 | report the findings of a scientific study in the field |  |  | X |
| 4 | evaluate curriculum development models from various perspectives |  | X |  |
| 5 | prepare a curriculum design in the concerned field of study |  |  | X |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | X |  |
| 7 | prepare and apply learning styles and strategies based instructional designs |  |  | X |
| 8 | be aware of professional and ethical responsibilities and behave in accordance |  | X |  |
| 9 | determine problems and issues in the field and develop proper solutions |  | X |  |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  |  | X |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 12 | follow scientific developments in the field and participate the facilities regarding. |  | X |  |
| 13 | use at least one foreign languages properly and accurately |  | X |  |
| 14 | evaluate educational issues and problems critically and reflectively. |  | X |  |
| 15 | properly apply information and communication technologies in the field |  | X |  |
| 16 | communicate impressively |  | X |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**  **Date:**

**ESOGÜ Primary Education Department**

**COURSE INFORMATION FORM**

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

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| **COURSE CODE** | 541611030 | **COURSE NAME** | Approaches of Learning and Teaching Process |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | - | - | | | 3 | 7.5 | COMPULSORY ( ) ELECTIVE (X) | | TR |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching** | | | | | **Social Science** |
|  | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Contemporary learning theories (Mastery learning, Quantum learning and others) and learning theories (Brain-based learning  Constructivist learning and others). | | | | | | |
| **COURSE OBJECTIVES** | | | | | To know nature of learning theory, to use contemporary learning theories teaching of school subjects | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | By the end of this course, the students will possess the required professional skills for effective and efficient instruction. | | | | | | |
| **COURSE OUTCOMES** | | | | | To know nature of learning theory,  To know nature of critical, reflective and creative thinking  Understands lifelong learning and distance education  To use contemporary learning theories teaching of school subjects | | | | | | |
| **TEXTBOOK** | | | | | 1. DEMIREL, Ö. (2007) **Eğitimde Yeni Yönelimler,** Ankara: PegemA Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | 1. BİNBAŞIOĞLU, C. (1995) **Eğitim Psikolojisi** (Dokuzuncu Baskı), Ankara. 2. Bower, G. H. ve Hilgard, E. R. (1982) Theories of Learning. (Fifty edition). Englewood Cliffs: Prentice-Hall Inc. 3. ÇELEN, Nermin (1999) **Öğrenme Psikolojisi**, Ankara: İmge Kitapevi. 4. DEMİREL, Ö. (2004) **Öğretimde Planlama ve Değerlendirme, Öğretme Sanatı**, Ankara: PegemA Yayıncılık. 5. Eggen, P ve Kauchak, D. (2001) Educational Psychology. Ohio: Merrill Prentice Hall. 6. FELDMAN, R. S. (1996) **Understanding Psychology**, Newyork: McGraw-Hill,Inc. 7. ÖZDEN, Y. (2003) **Öğrenme ve Öğretme**, Ankara: PegemA Yayıncılık. 8. VESTER, F. (1997) **Düşünmek, Öğrenmek, Unutmak: Öğrenme Kapasitenizi Nasıl Artırabilirsiniz?** (Çev. Aydın Arıtan), İstanbul: Arıtan Yayınevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Information about and Introduction to the course and general concepts |
| 2 | Brain-based learning |
| 3 | Constructivist learning |
| 4 | Multiple intelligence |
| 5 | Cooperative learning |
| 6 | Project-based learning |
| 7-8 |  |
| 9 | Quantum learning |
| 10 | Critical, reflective and creative thinking |
| 11 | Active learning |
| 12 | Mastery learning |
| 13 | Lifelong learning and distance education |
| 14 | Layered curriculum |
| 15-16 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | design, analyze and interpret a scientific research in the field | X |  |  |
| 2 | apply scientific research processes properly to solve educational problems |  | X |  |
| 3 | report the findings of a scientific study in the field |  | X |  |
| 4 | evaluate curriculum development models from various perspectives | X |  |  |
| 5 | prepare a curriculum design in the concerned field of study | X |  |  |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | X |  |
| 7 | prepare and apply learning styles and strategies based instructional designs | X |  |  |
| 8 | be aware of professional and ethical responsibilities and behave in accordance |  |  | X |
| 9 | determine problems and issues in the field and develop proper solutions |  | X |  |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | X |  |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions |  |  | X |
| 12 | follow scientific developments in the field and participate the facilities regarding. |  | X |  |
| 13 | use at least one foreign languages properly and accurately |  |  | X |
| 14 | evaluate educational issues and problems critically and reflectively. | X |  |  |
| 15 | properly apply information and communication technologies in the field | X |  |  |
| 16 | communicate impressively |  | X |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s)**

**Signature**: **Date:**

**ESOGÜ Primary Education Department**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611032 | **COURSE NAME** | Active Learning Approach in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | - | - | | | 3 | 7.5 | COMPULSORY ( ) ELECTIVE (X) | | TR |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching** | | | | | **Social Science** |
|  | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | | 1 | 50 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 30 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Active learning approch used in education. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Review of active learning approach. Identify the active learning approach. Explain the basic philosophy and principles of active learning approach. Aplication of active learning approach. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | By the end of this course, the students will possess the required professional skills for effective and afficient instruction. | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.Understand the role of active student learning 2. Understand the role of active learning, the teacher. 3.Knows that active learning strategies. 4. Apply the active learning techniques. 5.Prepares activity.  6.Implement active learning in the classroom. | | | | | | |
| **TEXTBOOK** | | | | | DEMIREL, Ö. (2012) **Eğitimde Yeni Yönelimler,** Ankara: PegemA Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Bower, G. H. ve Hilgard, E. R. (1982) Theories of Learning. (Fifty edition). Englewood Cliffs: Prentice-Hall Inc. 2. DEMİREL, Ö. (2004) **Öğretimde Planlama ve Değerlendirme, Öğretme Sanatı**, Ankara: PegemA Yayıncılık. 3. Eggen, P ve Kauchak, D. (2001) Educational Psychology. Ohio: Merrill Prentice Hall. 4. ÖZDEN, Y. (2005) **Öğrenme ve Öğretme**, Ankara: PegemA Yayıncılık. 5. VESTER, F. (1997) **Düşünmek, Öğrenmek, Unutmak: Öğrenme Kapasitenizi Nasıl Artırabilirsiniz?** (Çev. Aydın Arıtan), İstanbul: Arıtan Yayınevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, Projection. | | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Active role in student learning. |
| 2 | Active role in student learning. |
| 3 | The active role of the teacher in learning. |
| 4 | The active role of the teacher in learning. |
| 5 | Teaching strategies. |
| 6 | Teaching strategies. |
| 7-8 |  |
| 9 | Active learning teachniques. |
| 10 | Active learning teachniques. |
| 11 | Active learning teachniques. |
| 12 | Preparing activity. |
| 13 | Preparing activity. |
| 14 | The implementation of active learning in the classroom. |
| 15-16 |  |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | design, analyze and interpret a scientific research in the field |  | X |  |
| 2 | apply scientific research processes properly to solve educational problems |  | X |  |
| 3 | report the findings of a scientific study in the field | X |  |  |
| 4 | evaluate curriculum development models from various perspectives |  | X |  |
| 5 | prepare a curriculum design in the concerned field of study |  | X |  |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | X |  |
| 7 | prepare and apply learning styles and strategies based instructional designs | X |  |  |
| 8 | be aware of professional and ethical responsibilities and behave in accordance |  | X |  |
| 9 | determine problems and issues in the field and develop proper solutions |  | X |  |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. | X |  |  |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 12 | follow scientific developments in the field and participate the facilities regarding. |  | X |  |
| 13 | use at least one foreign languages properly and accurately |  |  | X |
| 14 | evaluate educational issues and problems critically and reflectively. | X |  |  |
| 15 | properly apply information and communication technologies in the field | X |  |  |
| 16 | communicate impressively | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: **Date:**

**ESOGÜ Institue of Educational Sciences**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611033 | **COURSE NAME** | The Planning and Evaluation in Teaching |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** | |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | Compulsory () Elective (X) | | | TR | |
| **COURSE CATAGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | General Culture Knowledge | | | | **Elective Course** | | | |
|  | |  | | | |  | | | | General Knowledge () Content Knowledge (X) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | | 1 | | 20 |
| Quiz | | | | | |  | |  |
| Homework | | | | | | 2 | | 30 |
| Project | | | | | |  | |  |
| Report | | | | | |  | |  |
| Others (………) | | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts of the education, teaching and lesson plan; basic concepts of the curriculum evaluation and planning; necessity and importance of planning and evaluation in teaching; new approaches in teaching; basic principles and philosophy of new approaches; implementation of new approaches; theoretical principles of the learning and teaching process; teaching exercise based on theories; learning and teaching conditions, principles; approaches in curriculum evaluation. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To earn skills to plan and implement instruction. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. To plan teaching process. 2. To implement instructional plan. 3. To evaluate teaching process. | | | | | | | | |
| **TEXTBOOK** | | | | | Demirel, Ö. (2005). Öğretimde Planlama ve Değerlendirme: Öğretme Sanatı. Ankara: PegemA yayıncılık.  Küçükahmet, L. (2008). Öğretimde Planlama ve Değerlendirme. Ankara: Nobel Yayınları. | | | | | | | | |
| **OTHER REFERENCES** | | | | | Sönmez, V. (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık.  Senemoğlu, N. (2005). Gelişim Öğrenme ve Öğretme. Ankara: Gazi Kitapevi.  Demirel, Ö. (2007). Eğitimde Yeni yönelimler. Ankara: Pegem Akademi.  Oral, B. (2011). Öğrenme Öğretme Kuram ve Yaklaşımları. Ankara: Pegem Akademi.  Duman, B. (2011). Öğretim İlke ve Yöntemleri. Ankara: Anı Yayıncılık.  Kaya, Z. (2012). Öğrenme ve Öğretme: Kuramlar, Yaklaşımlar, Modeller. Ankara: Pegem Akademi.  Filiz, S. B. (2011). Öğrenme Öğretme Kuram ve Yaklaşımları. Ankara: Pegem Akademi.  Ekici, G. ve Güven, M. (2013). Öğrenme-Öğretme Yaklaşımları ve Uygulama Örnekleri. Ankara: Pegem Akademi.  Yüksel, İ. (2012). Eğitimde Program Değerlendirme. Anakara: Pegem Akademi. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts of the education, teaching and lesson plan |
| 2 | basic concepts of the curriculum evaluation and planning |
| 3 | necessity and importance of planning and evaluation in teaching |
| 4 | new approaches in teaching |
| 5 | basic principles and philosophy of new approaches |
| 6 | theoretical principles of the learning and teaching process |
| 7-8 |  |
| 9 | implementation of new approaches |
| 10 | Teaching exercise based on theories |
| 11 | Teaching exercise based on theories |
| 12 | Teaching exercise based on theories |
| 13 | learning and teaching conditions, principles |
| 14 | approaches in curriculum evaluation |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | design, analyze and interpret a scientific research in the field | X |  |  |
| 2 | apply scientific research processes properly to solve educational problems | X |  |  |
| 3 | report the findings of a scientific study in the field | X |  |  |
| 4 | evaluate curriculum development models from various perspectives |  | X |  |
| 5 | prepare a curriculum design in the concerned field of study |  | X |  |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | X |  |
| 7 | prepare and apply learning styles and strategies based instructional designs |  | X |  |
| 8 | be aware of professional and ethical responsibilities and behave in accordance | X |  |  |
| 9 | determine problems and issues in the field and develop proper solutions | X |  |  |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | X |  |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 12 | follow scientific developments in the field and participate the facilities regarding. | X |  |  |
| 13 | use at least one foreign languages properly and accurately |  | X |  |
| 14 | evaluate educational issues and problems critically and reflectively. |  | X |  |
| 15 | properly apply information and communication technologies in the field | X |  |  |
| 16 | communicate impressively | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**:  **Date:**

**ESOGU Department of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611034 | **COURSE NAME** | Designing and Developing Effective Professional Development Programs |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 1 | | 2 | - | | | 3 | 7.5 | COMPULSORY() ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | 100 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | | 1 | 70 |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  |  |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, students will deepen their theoretical and practical knowledge of teacher professional development. Students will understand best practices in teachers professional development and how to evaluate and research the effectiveness of a professional development experiences. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of the course is for students to learn about effective practices for teacher professional development and evaluation and research designs to determine the effectives of such programs. Students will be expected to apply research in effective pedagogical practices and implementation of standards-based instruction to designing a professional development opportunity. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Gain knowledge about the features and characteristics of effective professional development programs 2. Discuss the effectiveness of professional development programs using current research 3. Design and maintain an effective teacher professional development program 4. Design an evaluation and research plan to measure the outcomes of the professional development program – including impact on teacher knowledge, practices and student learning 5. Write a budget to run an effective professional development program, 6. Write a grant proposal to implement and research a professional development program | | | | | | |
| **TEXTBOOK** | | | | | * Martin, L., Kragler, S., Quatroche, D. J., & Bauserman, K. L. (2015). Handbook of Professional Development in Education: Successful Models and Practices. The Guilford Press. | | | | | | |
| **OTHER REFERENCES** | | | | | * Susan Loucks-Horsley, Katherine E. Stiles, Susan E. Mundry, Nancy B. Love, and Peter W. Hewson (2009) Designing Professional Development for Teachers of Science and Mathematics * Küçükahmet, L. (1981) Hizmetiçi eğitim programlarının etkinliği. Ankara Üniversitesi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts and procedures in teacher education |
| 2 | Research on professional development programs |
| 3 | Characteristics of effective professional development programs |
| 4 | Current arguments on professional development programs in the field |
| 5 | Existing professional development programs- Examples from the national and international contexts |
| 6 | Evaluating professional development programs |
| 7-8 | Annotated Bibliography |
| 9 | Examples of professional development programs from different fields |
| 10 | Designing effective professional development programs |
| 11 | Designing effective professional development programs |
| 12 | Preparing budget for maintaining an effective professional development programs |
| 13 | Presenting the professional development projects of students and peer evaluation |
| 14 | Presenting the professional development projects of students and peer evaluation |
| 15-16 | Final Projects |

|  |  |  |  |
| --- | --- | --- | --- |
| **Department of Curiculum and Instruction**  **Upon the completion of the programme, the students will be able to;** | **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field |  | **X** |  |
| 1. apply scientific research processes properly to solve educational problems | **X** |  |  |
| 1. report the findings of a scientific study in the field |  | **X** |  |
| 1. evaluate curriculum development models from various perspectives |  |  | **X** |
| 1. prepare a curriculum design in the concerned field of study | **X** |  |  |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content | **X** |  |  |
| 1. prepare and apply learning styles and strategies based instructional designs | **X** |  |  |
| 1. be aware of professional and ethical responsibilities and behave in accordance |  | **X** |  |
| 1. determine problems and issues in the field and develop proper solutions | **X** |  |  |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | **X** |  |
| 1. be aware of current problems in Turkish teacher education system and generate solutions | **X** |  |  |
| 1. follow scientific developments in the field and participate the facilities regarding. |  |  | **X** |
| 1. use at least one foreign language properly and accurately |  |  | **X** |
| 1. evaluate educational issues and problems critically and reflectively. | **X** |  |  |
| 1. properly apply information and communication technologies in the field |  | **X** |  |
| 1. communicate impressively | **X** |  |  |
| **1: None. 2: Partially. 3: Completely**. |  |  |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGÜ Department of Educational Sciences**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 541612022 | **COURSE NAME** | Advanced Educational Research Methods II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 |  | | | 3 | 7.5 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %80 | | | |  | | | | | %20 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | | 1 | 30 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | - Knowledge base of different qualitative research methods,  - Different qualitative research designs,  - Basic steps of qualitative research,  - Implementation of qualitative data analysis,  - Examination of a sample qualitative research topic,  cover the content of this course. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students should be able to:  1. understand knowledge base in different qualitative research methods,  2. learn qualitative research designs,  3. comprehend basic steps of qualitative research,  4. interpret qualitative data analysis,  5. use qualitative research methods in education effectively,  6. plan, design, interpret and report an independent qualitative research plan, design, interpret and report an independent qualitative research. | | | | | | |
| **TEXTBOOK** | | | | | Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema Yayıncılık, Ankara.  Miles, M. B. & Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London.  Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks.  Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara  Articles (will be submitted by the instructor). | | | | | | |
| **OTHER REFERENCES** | | | | | S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | **I Introduction**  Emergence-first research studies  Basic concepts  Philosophical foundations  Basic characteristics |
| 2 | What kind of research topics and what kind of areas  What kind of results are obtained  Qualitative or Quantitative |
| 3 | **II Types**  Fenomenology  Etnography  Grounded theory  Case study  Field research |
| 4 | Action research  Biography  Narratives  Hermeneutical  Group focused studies (type of analysis) |
| 5 | **III Sampling and types** *(Purposive-Judgement sampling, Convenience sampling, quota sampling, theoretical sampling, snowball sampling)* |
| 6 | **IV Analysis**   1. **Types of analysis**   Typology, John Lofland & Lyn Lofland  Taxonomy ve Domain Analysis James Spradley  Constant Comparison/Grounded Theory Anselm Strauss  Analytic Induction F. Znaniecki, Howard Becker, Jack Katz. |
| 7-8 | MID -TERM |
| 9 | Logical Analysis/Matrix Analysis Matthew Miles ve Huberman  Quasi-statistics Howard Becker  Event Analysis/Microanalysis, Frederick Erickson, Kurt Lewin, Edward Hall, Erving Goffman  Metaphorical Analysis Michael Patton, Nick Smith  Hermeneutical Analysis Max Van Manen |
| 10 | Phenomenology/Heuristic Analysis Clark Moustakas  Discourse analysis James Gee  Narrative Analysis Catherine Reisman  Semiotics Peter Manning  Content Analysis R. P. Weber |
| 11 | 1. **Types and characteristics of interview**   i. Tightly structured ii. Structured iii. Loosely structured   1. **Observation** (Participant Observation, Nonparticipant Observation)   **Observation records**  **D. Document analysis and artifact analysis** |
| 12 | **V Coding of data**   1. **Data sources and characteristics** 2. **Analsis**   i. Data recording and transcription (video, audio, paper-pencil)  Coding types (Levels, processes, titles, perceptions, open areas)  **Categories and the formation process of themes and cautions (**Open Coding, Axial Coding, Selective Coding)  **C.Qualitative analysis types according to analysis** |
| 13 | **VI Validity, Reliability, Generalizability,** Triangulation:   * Member Checking: * Outlier Analysis: * Pattern Matching: * Representativeness Check: * Coding Check multiple coders: * Prolonged engagement * Persistent observation * Referential adequacy * Peer debriefing * Reflexive journal * Thick description * Purposive sampling   Audit trail. (Lincoln and Guba, Erlandson et al. 1993) |
| 14 | **VII Reporting** |
| 15-16 | FINAL EXAM |

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| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **Key Learning Outcomes** | **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field |  | X |  |
| 1. apply scientific research processes properly to solve educational problems |  | X |  |
| 1. report the findings of a scientific study in the field | X |  |  |
| 1. evaluate curriculum development models from various perspectives |  |  | X |
| 1. prepare a curriculum design in the concerned field of study |  |  | X |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  |  | X |
| 1. prepare and apply learning styles and strategies based instructional designs |  |  | X |
| 1. be aware of professional and ethical responsibilities and behave in accordance |  | X |  |
| 1. determine problems and issues in the field and develop proper solutions |  | X |  |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  |  | X |
| 1. be aware of current problems in Turkish teacher education system and generate solutions |  |  | X |
| 1. follow scientific developments in the field and participate the facilities regarding. | X |  |  |
| 1. use at least one foreign languages properly and accurately |  | X |  |
| 1. evaluate educational issues and problems critically and reflectively. |  | X |  |
| 1. properly apply information and communication technologies in the field |  | X |  |
| 1. communicate impressively |  | X |  |
| **1: None. 2: Partially. 3: Completely**. |  |  |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGÜ Institue of Educational Sciences**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541612012 | **COURSE NAME** | Theories of Learning and Teaching |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 |  | | | TR |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** | |
| Mid-Term | | | | | 1 | 30 | |
| Quiz | | | | |  |  | |
| Homework | | | | | 1 | 30 | |
| Project | | | | |  |  | |
| Report | | | | |  |  | |
| Others (………) | | | | |  |  | |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 | |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts related to learning and teaching; factors affecting the learning and teaching; approaches to teaching; learning approaches; the major theories of learning and teaching: classical and operant conditioning, information processing theory, social learning theory, structuralist theory, theory of multiple intelligences; teaching strategies, methods and techniques; reflected in classroom practices of teaching and learning theories. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | * + - 1. Learning and understanding the learning process.       2. Knowledge of factors affecting learning.       3. Knowledge of different learning theories.       4. Knowledge of theories of teaching.       5. Understanding the principles of teaching       6. Understanding training systems.       7. Using the teaching strategies, methods and techniques | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Learning and understand the learning process. 2. Know the factors affecting learning. 3. Knows the different learning theories. 4. Knows theories of teaching. 5. Understands the principles of teaching. 6. Understands the training systems. 7. Apply the teaching strategies, methods and techniques. | | | | | | | |
| **TEXTBOOK** | | | | | Feldman, R. S. (1996). Understanding psychology. Newyork:  Mcgraw-Hill Inc.  Filiz, S. B. (2011). Öğrenme öğretme kuram ve yaklaşımları. Ankara:  Pegem Akademi Yayıncılık.  Özden, Yüksel (2002). Öğrenme-öğretme. Ankara: Pegem Yayıncılık.  Senemoğlu, Nuray (2005). Gelişim ve öğrenme. Ankara: Anı  Yayıncılık  Saban, Ahmet (2004). Öğrenme kuramları. Ankara: Nobel Yayıncılık.  Schunf, D. H. (2010). Öğrenme teorileri- eğitimsel bir bakışla.  Ankara: Nobel Yayın Dağıtım. | | | | | | | |
| **OTHER REFERENCES** | | | | | Arkonaç, S. A. (1998) Psikoloji: Zihin süreçleri bilimi. İstanbul: Alfa  Yayınları.  Binbaşıoğlu, C. (1995). Eğitim psikolojisi (dokuzuncu baskı), Ankara.  Demirel, Ö. (2004). Öğretimde planlama ve değerlendirme, öğretme  sanatı. Ankara: Pegema Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts related to learning and teaching |
| 2 | Factors affecting learning and teaching |
| 3 | Teaching approaches |
| 4 | Teaching approaches |
| 5 | Approaches to learning |
| 6 | Approaches to learning |
| 7-8 |  |
| 9 | Learning and teaching theories |
| 10 | Learning and teaching theories |
| 11 | Learning and teaching theories |
| 12 | Teaching strategies, methods and techniques |
| 13 | Teaching strategies, methods and techniques |
| 14 | Reflected in classroom practices of teaching and learning theories |
| 15-16 |  |

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| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **Key Learning Outcomes** | **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field |  | X |  |
| 1. apply scientific research processes properly to solve educational problems |  | X |  |
| 1. report the findings of a scientific study in the field |  | X |  |
| 1. evaluate curriculum development models from various perspectives |  |  | X |
| 1. prepare a curriculum design in the concerned field of study |  | X |  |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content | X |  |  |
| 1. prepare and apply learning styles and strategies based instructional designs | X |  |  |
| 1. be aware of professional and ethical responsibilities and behave in accordance | X |  |  |
| 1. determine problems and issues in the field and develop proper solutions |  |  | X |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  |  | X |
| 1. be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 1. follow scientific developments in the field and participate the facilities regarding. | X |  |  |
| 1. use at least one foreign languages properly and accurately |  | X |  |
| 1. evaluate educational issues and problems critically and reflectively. |  | X |  |
| 1. properly apply information and communication technologies in the field |  | X |  |
| 1. communicate impressively |  | X |  |
| **1: None. 2: Partially. 3: Completely**. |  |  |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Department of Educational Science**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541612013 | **COURSE NAME** | Primary School Curriculum |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | | 0 | | 3 | 7.5 | COMPULSORY ( ) ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Mechanical Engineering Profession**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | Curriculum development aims at improving the life in elementary school and school environment and learning conditions. | | | | | | | |
| **COURSE OBJECTIVES** | | | | Students know about the curriculum development in elementary school, the need for curriculum, curriculum development studies in Turkey, theoretical base of curriculum development, the relationship between curriculum and instruction, the contribution of curriculum to the instruction process. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | By the end of this course students should be able to;   1. Understands curriculum development in elementary school 2. Understands education, instruction, curriculum 3. Understands curriculum development practices 4. Understands the need for curriculum 5. Understands curriculum development studies in Turkey 6. Understands theoretical base of curriculum development 7. Understands the relationship between curriculum and instruction 8. Understands the contribution of curriculum to the instruction process | | | | | | | |
| **TEXTBOOK** | | | | -- Kıroğlu, K. (2011). İlköğretim Programları 1-5.Sınıflar. Pegem Akademi, Ankara.  -Daşcan, Ö. & Yetgin, D. (2008). Son Değişikliklerle İlköğretim Programı 1-5 Sınıflar. Anı Yayıncılık, Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | -Tazebay, A., Çelenk, S., Tertemiz, N. & Kalaycı, N. (2000). İlköğretim Programları ve Gelişmeler. Nobel Yayın Dağıtım, Ankara.  -Kıroğlu, K. (2006). Yeni İlköğretim Programları: 1-5. Sınıflar. Pegem Akademi, Ankara.  -Alisinanoğlu, F. (2012). İlköğretime Hazırlık ve İlköğretim Programları. Maya Akademi, Ankara.  -Demirel, Ö. (2003). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Ankara: PegemA Yayıncılık.  -Erden, A. M. (1995). Eğitimde Program Değerlendirme. Ankara: Pegem Yayıncılık.  -Ertürk, S. (1997). Eğitimde Program Geliştirme. Ankara: METEKSAN. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Information about and Introduction to the course and general concepts |
| 2 | Education, training, curriculum |
| 3 | Relationship between education and training programs |
| 4 | Contributions to the process of teaching programs |
| 5 | The need for education programs |
| 6 | Theoretical principles of curriculum development |
| 7-8 | MID-TERM |
| 9 | Education program development applications |
| 10 | Curriculum development in elementary education |
| 11 | Program evaluation in elementary education |
| 12 | Program development activities in Turkey |
| 13 | Constructivism and program development |
| 14 | Elementary education problems encountered in implementation of programs |
| 15-16 | FINAL |

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| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field |  | X |  |
| 1. apply scientific research processes properly to solve educational problems |  | X |  |
| 1. report the findings of a scientific study in the field |  | X |  |
| 1. evaluate curriculum development models from various perspectives | X |  |  |
| 1. prepare a curriculum design in the concerned field of study | X |  |  |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | X |  |
| 1. prepare and apply learning styles and strategies based instructional designs |  | X |  |
| 1. be aware of professional and ethical responsibilities and behave in accordance |  | X |  |
| 1. determine problems and issues in the field and develop proper solutions | X |  |  |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | X |  |
| 1. be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 1. follow scientific developments in the field and participate the facilities regarding. | X |  |  |
| 1. use at least one foreign languages properly and accurately |  | X |  |
| 1. evaluate educational issues and problems critically and reflectively. |  | X |  |
| 1. properly apply information and communication technologies in the field |  | X |  |
| 1. communicate impressively |  | X |  |
| **1: None. 2: Partially. 3: Completely**. |  |  |  |

Instructor(s):

Signature: Date:

**ESOGÜ Institue of Educational Sciences**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |
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| **COURSE CODE** | 541612014 | **COURSE NAME** | Program Development Models | | |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | 3 | 7.5 | COMPULSORY ( ) ELECTIVE (X) | | | TR |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | **Quantity** | **%** | |
| Mid-Term | | | | | 1 | 30 | |
| Quiz | | | | |  |  | |
| Homework | | | | |  |  | |
| Project | | | | | 1 | 30 | |
| Report | | | | |  |  | |
| Others (………) | | | | |  |  | |
| **FINAL EXAM** | | | |  | | | | | 1 | 40 | |
| **PREREQUIEITE(S)** | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | In this course:basic concepts related to program development, theoretical foundations of curriculum development (Historical, Philosophical, Social, Economic Foundations), programs of different subjects and courses,program areas and disciplines, core or multidisciplinary approach to the program, needs of learners in the program,hybrid programs,themes and concepts of the program, proficiency-based program,the formal program, the hidden curriculum, the observed program, the program is experiential,transfer of knowledge to program, program as a process,as an application program,inquiry-based program,models of life and social criticism,standards-based program,basic models in curriculum development: behavioral models, process-oriented models, process and product-oriented models, basic features models of program development, program development model in Turkey,developments in with new developments models and reflections are located. | | | | | | | |
| **COURSE OBJECTIVES** | | | | The aim of this course;   1. Know the basic concepts of program development, 2. Understanding theoretical foundations of the curriculum development, 3. Comprehension the models of curriculum development, 4. Analyze the features of development models of curriculum, 5. Learning new developments in curriculum development 6. Analyze to gain knowledge and skills the model of curriculum development in Turkey. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | 1. Know the basic concepts of program development. 2. Comprehend theoretical foundations of the of curriculum development. 3. Comprehend program development models. 4. Analyz of features program development models. 5. Follow new developments in curriculum development models. 6. Analyz of program development model in Turkey. | | | | | | | |
| **TEXTBOOK** | | | | Olivia, P. F. (1988). Developing the Curriculum. Boston: Scott, Foresman and Company.  Taba, Hilda (1962). Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World.  Tyler, R. W. (1973). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Pres.  Demirel, Ö. (2009). Eğitimde Program Geliştirme. Ankara: Pegem Akademi. | | | | | | | |
| **OTHER REFERENCES** | | | | Varış, Fatma (1996). Eğitimde Program Geliştirme: “teori ve teknikler”. Ankara: Alkım Kitapçılık Yayıncılık.  Doğan, Hıfzı (1997). Eğitimde Program ve Öğretim Tasarımı. Ankara: Önder Matbaacılık.  Ertürk, Selahattin (1998). Eğitimde “Program” Geliştirme. Ankara: Meteksan.  Özçelik, Durmuş Ali (2010). Eğitim Programları ve Öğretim (genel öğretim yöntemleri). Pegem Akademi Yayıncılık.  Bilen, Mürüvvet (2000). Planlamadan Uygulamaya Öğretim. Ankara: Anı Yayıncılık.  Erden, Münire (1998). Eğitimde Program Değerlendirme. Ankara: Anı Yayıncılık.  Erginer, E. (2008). Öğretimi Planlama, Uygulama ve Değerlendirme. Pegem A Yayıncılık: Ankara.  Senemoğlu, Nuray (2002). Gelişim ve Öğrenme. Ankara: Anı Yayıncılık  Sönmez, Veysel (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introducing the course |
| 2 | Levels of Curriculum Development |
| 3 | Common Curriculum Development Models in USA |
| 4 | Model of TABA |
| 5 | Model of Tyler |
| 6 | Model of Taba-Tyler-System Approach Model |
| 7-8 |  |
| 9 | Common Curriculum Development Models in Europa |
| 10 | Rational Planning Model- Innovational/ Situational Model |
| 11 | Process Approach Model |
| 12 | Common Curriculum Development Models in Turkey |
| 13 | Applied Instruction Programs in Turkey |
| 14 | Program Development Application |
| 15-16 |  |

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| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field |  | X |  |
| 1. apply scientific research processes properly to solve educational problems |  | X |  |
| 1. report the findings of a scientific study in the field |  | X |  |
| 1. evaluate curriculum development models from various perspectives | X |  |  |
| 1. prepare a curriculum design in the concerned field of study | X |  |  |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | X |  |
| 1. prepare and apply learning styles and strategies based instructional designs |  | X |  |
| 1. be aware of professional and ethical responsibilities and behave in accordance |  | X |  |
| 1. determine problems and issues in the field and develop proper solutions | X |  |  |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | X |  |
| 1. be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 1. follow scientific developments in the field and participate the facilities regarding. |  | X |  |
| 1. use at least one foreign languages properly and accurately |  | X |  |
| 1. evaluate educational issues and problems critically and reflectively. |  | X |  |
| 1. properly apply information and communication technologies in the field |  | X |  |
| 1. communicate impressively |  | X |  |
| **1:** None. **2:** Partially. **3:** Completely. |  |  |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGÜ Education Science Institute**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541612015 | **COURSE NAME** | Psychological Foundations of Literacy |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY() ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** |
|  | | X | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic approaches to the teaching of reading and writing. Theoretical dimensions of reading skills. Techniques and methods for understanding meaning. How to gain the habit of reading. Regulate a text according to the techniques of writing. Methods of teaching writing and reading. Basic concepts of teaching writing and reading. Teaching practices in literacy in curricula. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To explain language acquisition processes.  Knowledge of the psychological foundations of teaching reading and writing.  Explanation of the development of reading and writing process.  Knowledge of ways to improve reading comprehension skills.  To know the techniques and the application developer the process of writing ability. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To improve the literacy teaching skills.  To create awareness about the problems in the process of reading and writing. | | | | | | |
| **COURSE OUTCOMES** | | | | | Knows the language acquisition process.  Describes the location of literacy education programs.  Understand the problems in literacy teaching.  Knows the methods and techniques for teaching reading and writing and applies. | | | | | | |
| **TEXTBOOK** | | | | | Akyol, H. (2007) *Okuma*. Keskinkılıç, A. ve Akyol, H. (Ed.) Türkçe Öğretimi. Ankara: Pegem A Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | Demirel, Ö. (2004) *Türkçe ve Sınıf ve Öğretmenleri İçin Türkçe Öğretimi*. Ankara: Pegem Yayıncılık.  Keskinkılıç, K. ve Keskinkılıç, S. (2005). Türkçenin Temel Becerileri ve İlkokuma Yazma Öğretimi. Ankara: Asil Yayıncılık.  Kıran, Z. ve Kıran A. (2006). *Dilbilime giriş.* Ankara:Seçkin Yayınları.  Vardar, B.(1998). *Açıklamalı dilbilim terimleri sözlüğü.*İstanbul: ABC Kitabevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Processes of language acquisition. |
| 2 | Basic concepts in the teaching of writing and reading. |
| 3 | Development features and literacy. |
| 4 | Self-development and literacy. |
| 5 | Approaches to teaching reading. |
| 6 | Reading development process. |
| 7-8 | MID-TERM EXAM |
| 9 | Ways to improve reading comprehension skills. |
| 10 | Approaches to writing instruction. |
| 11 | Writing development process. |
| 12 | Techniques to improve writing skills. |
| 13 | Reading and writing in curricula. |
| 14 | Problems in the teaching of reading and writing |
| 15-16 | FINAL EXAM |

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| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field |  |  | X |
| 1. apply scientific research processes properly to solve educational problems |  |  | X |
| 1. report the findings of a scientific study in the field |  | X |  |
| 1. evaluate curriculum development models from various perspectives |  |  | X |
| 1. prepare a curriculum design in the concerned field of study |  |  | X |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  |  | X |
| 1. prepare and apply learning styles and strategies based instructional designs |  |  | X |
| 1. be aware of professional and ethical responsibilities and behave in accordance |  |  | X |
| 1. determine problems and issues in the field and develop proper solutions |  | X |  |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  |  | X |
| 1. be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 1. follow scientific developments in the field and participate the facilities regarding. |  |  | X |
| 1. use at least one foreign languages properly and accurately |  |  | X |
| 1. evaluate educational issues and problems critically and reflectively. |  | X |  |
| 1. properly apply information and communication technologies in the field |  | X |  |
| 1. communicate impressively |  | X |  |
| **1: None. 2: Partially. 3: Completely**. |  |  |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGÜ Department of Educational Sciences**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541612016 | **COURSE NAME** | Advanced Education Statistics II |

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| **SEMESTER** | | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** | |
| II | | 3 | | 0 |  | | | 3 | 7.5 | COMPULSORY () ELECTIVE (X) | | Turkish | |
| **COURSE CATAGORY** | | | | | | | | | | | | | |
| **Basic Science** | | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** | |
|  | | | % 60 | | | |  | | | | | % 40 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** | |
| Article review | | | | |  |  | |
| Research assignment | | | | | 1 | 30 | |
| Project | | | | | 1 | 30 | |
| Final Exam | | | | | 1 | 40 | |
| Report | | | | |  |  | |
| Others (………) | | | | |  |  | |
| **FINAL EXAM** | | | | | |  | | | | |  |  | |
| **PREREQUIEITE(S)** | | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Hypothetic tests, linear correlation techniques, linear regression analyze, t-test, analyzes of variance, nonparametric tests. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course provides to use hypothetic tests. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Developing measurement scales, gathering data and analyzing data fort he researchs | | | | | | | |
| **COURSE OUTCOMES** | | | | | | By the end of this module students will be able to:   1. Realize hypothesis tests with using statistical package program 2. Interpretation results. | | | | | | | |
| **TEXTBOOK** | | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | | Büyüköztürk, Ş., Bökeoğlu, Ö.Ç., Köklü, N. (2010), Sosyal Bilimler İçin İstatistik, Pegema Yayıncılık, Ankara.  Büyüköztürk, Ş. (2007), Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegema Yayıncılık, Ankara.  Siegel, S. (1977), Davranış Bilimleri İçin Parametrik Olmayan İstatistikler, Ankara Ü. DTCF Yayınları, Ankara.  Tatlıdil, H. (1992), Uygulamalı Çok Değişkenli İstatistiksel Analiz.  Baykul, Y. (1997), İstatistik Metodlar ve Uygulamalar, Anı Yayıncılık, Ankara. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | - | | | | | | | |
| **COURSE SYLLABUS** | | | | | | | | | | | | |
| **WEEK** | **TOPICS** | | | | | | | | | | | |
| 1 | Introduction to basic concepts | | | | | | | | | | | |
| 2 | Describing data | | | | | | | | | | | |
| 3 | Simple and partial correlation | | | | | | | | | | | |
| 4 | T-Test | | | | | | | | | | | |
| 5 | Single factor analysis of variance (ANOVA) | | | | | | | | | | | |
| 6 | Two factor analysis of variance | | | | | | | | | | | |
| 7-8 | MID -TERM | | | | | | | | | | | |
| 9 | Simple and multiple regression | | | | | | | | | | | |
| 10 | Analysis of covariance (ANCOVA) | | | | | | | | | | | |
| 11 | Multivariate statistics (MANOVA) | | | | | | | | | | | |
| 12 | Factor analysis | | | | | | | | | | | |
| 13 | Non-parametric statistics | | | | | | | | | | | |
| 14 | Validity and Reliability | | | | | | | | | | | |
| 15-16 | FINAL EXAM | | | | | | | | | | | |

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| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **Key Learning Outcomes** | **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field | X |  |  |
| 1. apply scientific research processes properly to solve educational problems | X |  |  |
| 1. report the findings of a scientific study in the field | X |  |  |
| 1. evaluate curriculum development models from various perspectives |  | X |  |
| 1. prepare a curriculum design in the concerned field of study |  |  | X |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  |  | X |
| 1. prepare and apply learning styles and strategies based instructional designs |  |  | X |
| 1. be aware of professional and ethical responsibilities and behave in accordance |  |  | X |
| 1. determine problems and issues in the field and develop proper solutions |  | X |  |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | X |  |
| 1. be aware of current problems in Turkish teacher education system and generate solutions |  |  | X |
| 1. follow scientific developments in the field and participate the facilities regarding. |  | X |  |
| 1. use at least one foreign languages properly and accurately |  |  | X |
| 1. evaluate educational issues and problems critically and reflectively. |  | X |  |
| 1. properly apply information and communication technologies in the field |  | X |  |
| 1. communicate impressively |  |  | X |
| **1: None. 2: Partially. 3: Completely**. |  |  |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGÜ Department of Educational Sciences**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541612017 | **COURSENAME** | Educational Anthropology |

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| **Semester** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF TYPE** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **AKTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | - | - | | | 3 | 10 | COMPULSORY () ELECTIVE (X) | | Turkish |
| **DERSİN KATEGORİSİ** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | Phd | | | | | **Social Science** |
|  | | x | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **YARIYIL İÇİ** | | | | | **Faaliyet türü** | | | | | **Sayı** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| other (……) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUISITE(S)** | | | | | - | | | | | | |
| **DERSİN KISA İÇERİĞİ** | | | | | Basic concepts of Education,  The relation of education with other sciences and its Function(antrophology of education, social, phsicological, economic, politic grounds),  Historical development of educational antrophology,  Tendencies in education and antrophology sciences,  Researc techniques in educational antrophology sciences, structure and charecteristics of educational antrophology,  The role of educational antrophology in education system, Features of teaching profession, of educational antrophology Practices and developments on educational antrophology training. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To Provide Students gain General Knowledge About Educational Sciences.  Learning the socio-cultural, economic and political situation of Educational Anthropology.  To prepare students for Educational life as broad-minded, competitive, modern and successful individuals.  The programme is directed towards students to follow the path of science under the guidance of Educational Anthropology. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | Understanding how people such as r-known figures have perceived and analyzed the educational world from the Ancient times to the present. Appreciating the development, progression, and regression of human understanding of how humans act in “the ordinary business of life.” | | | | | | |
| **COURSE OUTCOMES** | | | | | The students who succeeded in this course;  will be able to discuss the general terminology and concepts of cultural anthropology.  will be able to question social and cultural problems within the framework of cultural anthropology.  will be able to explain artistic and spiritual foundations of culture.  will be able to evaluate types of social organization through concepts of kinship, domestic life, groupings, stratification with also economic and political dimensions.  will be able to analyze cultural differences in the context of conflict resolution.  will be able to question critically global problems and regional issues such as Middle East.  will be able to design a qualitative research and apply it in the field. | | | | | | |
| **TEXTBOOK** | | | | | *The Interpretation of Cultures***: Clfford Geertz, Translated By Hakan GÜR, Dost, 2010, Ankara.** | | | | | | |
| **OTHER REFERENCES** | | | | | * Kottak, C.P., Cultural Anthropology: Appreciating Cultural Diversity, 2011 (14th edition), McGraw Hill, Chapter 2 (pp.2644)/ W. Haviland at al. Anthropology: The Human Challenge, 2008, Wadsworth, Chapter 26 **Nthropologies of Education: A Global Guide to Ethnographic Studies of Learning and Schooling** (Kathryn Anderson-Levitt, editor). * Berghahn Books.**A Companion to the Anthropology of Education** (Bradley Levinson & Mica Pollock, editors). Wiley-Blackwell. * **Developing Destinies: A Mayan Midwife and Town** (Barbara Rogoff, author). Oxford. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Books, Projection, Camera | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEKS** | **TOPİCS** |
| 1 | Presentation and overview of the course |
| 2 | Anthropology and the study of culture |
| 3 | Nature of culture and the process of cultural change |
| 4 | The development of Anthropological thought |
| 5 | Social structure and domestic sphere of culture |
| 6 | Spirituality, religion and the supernaturals |
| 7-8 | Ethnicity, Race, and Racism |
| 9 | Movie screening: Mirka |
| 10 | Economies and Their Modes of Production |
| 11 | Political life: social order and disorder |
| 12 | Art and Aesthetic |
| 13 | Global Challenges, Local responses and the role of anthropology |
| 14 | Area Studies:Anthropology of Middle East, Movie screening |
| 15-16 | Review of the Semester |

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| **PROGRAM OUTCOMES** | 3 | 2 | 1 |
| 1. Design, analyze and interpret a scientific research in the field | X |  |  |
| 1. Apply scientific research processes properly to solve educational problems | X |  |  |
| 1. Report the findings of a scientific study in the field | X |  |  |
| 1. Evaluate curriculum development models from various perspectives | X |  |  |
| 1. Prepare a curriculum design in the concerned field of study | X |  |  |
| 1. Choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content | X |  |  |
| 1. Prepare and apply learning styles and strategies based instructional designs | X |  |  |
| 1. Be aware of professional and ethical responsibilities and behave in accordance | X |  |  |
| 1. Determine problems and issues in the field and develop proper solutions |  | X |  |
| 1. Make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | X |  |
| 1. Be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 1. Follow scientific developments in the field and participate the facilities regarding. | X |  |  |
| 1. Use at least one foreign languages properly and accurately | X |  |  |
| 1. Evaluate educational issues and problems critically and reflectively. |  |  | X |
| 1. Properly apply information and communication technologies in the field | X |  |  |
| 1. Communicate impressively | X |  |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Primary Education Department**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541612018 | **COURSE NAME** | Teacher Education Models |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY ()ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** |
|  | | %80 | | | |  | | | | | %20 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | The basic concepts and principles about teacher education, the history of teacher education in Turkey and around the world, selection and pre-service training of teacher candidates, the existing approaches to teacher education, standards for the teaching profession and accountability in education, accreditation of institutions that educate teachers, pre-service training of teacher and professional development, enhancing the quality of teacher, the importance of teacher education in the educational reforms and policies which was applied national and international levels, the effects of technology in teacher education, institutions, organizations and associations related teaching profession, problems in teacher education and future of teacher education. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The know about approaches to teacher education which came up the historical process of Turkey and the World and to analyse from critical perspective of current teacher education system in Turkey, in this context, to develop new approaches and models for educate highly qualified teachers. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.To know the basic concepts about teacher education systems.  2.To realize similar and different aspects of to the existing approaches to teacher educatio in Turkey and around the world.  3.To analyse from critical perspective of teacher education system from past to present in Turkey and around the World.  4.To generate new approaches and models for teacher education. | | | | | | |
| **TEXTBOOK** | | | | | 1.Documents of national workshop on teacher strategy, 18-20 November, 2011, Antalya.  2.Kavak, Y., Aydın, A. & Akbaba Altun, S. (2007). *Teacher training and faculty of education (1982-2007): (Evaluation of the teacher training in the university.* Ankara: The Council of Higher Education Publications.  3.Towsend, T. & Bates, R. (Ed). (2007). Handbook of teacher education: Globalization, standards and professionalism in times of change. Dordrecht: Springer. | | | | | | |
| OTHER REFERENCES | | | | | 1.Ministry of National Education (2008). *Teacher proficiencies: general and special field proficiencies of the teaching profession.* Ankara: Ministry of National Education.  2.Okçabol, R. (2005). *Our teacher training system.* Ankara: Ütopya Publications.  3.Yüksel, S. (2010). *Faculties of education and teacher training in Turkish universities.* Ankara: PegemA Publications. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The basic concepts and principles about teacher education |
| 2 | The history of teacher education in turkey and around the world, |
| 3 | Teacher education approaches in Turkey |
| 4 | Teacher education approaches in Europe |
| 5 | Teacher education approaches in USA |
| 6 | Teacher education approaches in Asia |
| **7-8** | **MIDTERM** |
| 9 | Teacher education approaches in Africa |
| 10 | Standards for the teaching profession and accreditation in institutions that training teachers |
| 11 | In service training and professional development of teacher |
| 12 | Teacher education in the educational reforms and policies |
| 13 | The effects of technology in teacher education |
| 14 | Problems in teacher education and future of teacher education |
| **15-16** | **FINAL EXAM** |

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| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **Key Learning Outcomes** | **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field |  | X |  |
| 1. apply scientific research processes properly to solve educational problems |  | X |  |
| 1. report the findings of a scientific study in the field |  | X |  |
| 1. evaluate curriculum development models from various perspectives |  |  | X |
| 1. prepare a curriculum design in the concerned field of study |  |  | X |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  |  | X |
| 1. prepare and apply learning styles and strategies based instructional designs |  |  | X |
| 1. be aware of professional and ethical responsibilities and behave in accordance |  | X |  |
| 1. determine problems and issues in the field and develop proper solutions |  |  | X |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  |  | X |
| 1. be aware of current problems in Turkish teacher education system and generate solutions | X |  |  |
| 1. follow scientific developments in the field and participate the facilities regarding. |  | X |  |
| 1. use at least one foreign languages properly and accurately |  | X |  |
| 1. evaluate educational issues and problems critically and reflectively. |  | X |  |
| 1. properly apply information and communication technologies in the field |  | X |  |
| 1. communicate impressively |  | X |  |
| **1:** None. **2:** Partially. **3:** Completely. |  |  |  |

**Instructor:**

**Signature: Date:**

**ESOGU Primary Education Department**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541612019 | **COURSE NAME** | Turkish Pedagogical Thought |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY () ELECTIVE (x) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | **Elective Course** | | |
|  | |  | | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 50 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | There are no prerequisite for this course. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Meaning and purpose of art, art education, fine arts, in education, training programs, art and aesthetics, beauty and aesthetic experience. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Ability to add the size of facilitating the beauty of life. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students to think a combination of education and aesthetics. Develop a holistic perspective to life. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. To grasp of the problematic beauty and aesthetic.  2. To grasp of un art and aesthetic experience,.  3. Developing the ability to creativity in education. | | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Meaning and purpose of art |
| 2 | Nature of art program |
| 3 | Art elements and principles |
| 4 | And the nature of art education |
| 5 | Fine arts in education |
| 6 | The philosophy of antiquity and beauty |
| 7 | MID-TERM EXAM |
| 8 | Grounding of the West, art and aesthetics |
| 9 | Grounding of art and aesthetics in the east |
| 10 | The Turkish-Islamic art and aesthetics |
| 11 | Beauty and aesthetic experience |
| 12 | The process of commodification and exploitation of beauty |
| 13 | Art-aesthetic and creative thinking |
| 14 | Art-Aesthetics and holistic view of life |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to | **3** | **2** | **1** |
| 1 | design, analyze and interpret a scientific research in the field |  | X |  |
| 2 | apply scientific research processes properly to solve educational problems |  |  | X |
| 3 | report the findings of a scientific study in the field |  |  | X |
| 4 | evaluate curriculum development models from various perspectives |  | X |  |
| 5 | prepare a curriculum design in the concerned field of study |  |  | X |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  | X |  |
| 7 | prepare and apply learning styles and strategies based instructional designs |  |  | X |
| 8 | be aware of professional and ethical responsibilities and behave in accordance |  | X |  |
| 9 | determine problems and issues in the field and develop proper solutions |  |  | X |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  |  | X |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 12 | follow scientific developments in the field and participate the facilities regarding. |  |  | X |
| 13 | use at least one foreign languages properly and accurately |  | X |  |
| 14 | evaluate educational issues and problems critically and reflectively. |  | X |  |
| 15 | properly apply information and communication technologies in the field |  | X |  |
| 16 | communicate impressively |  | X |  |
|  | 1: None. 2: Partially. 3: Completely. |  |  |  |

**Instructor(s):**

**Signature**  **Date:**

**ESOGU Department of Educational Sciences**

**COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 541612020 | **COURSE NAME** | Contemporary Issues in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY ( ) ELECTIVE (x ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | %75 | | | |  | | | | | %25 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | 1 | | 40 |
| 2nd Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course is about the important and current issues in educational systems. Basic problems occurring in Turkey within the process of EU and globalization, the main projects and studies intended for improving the education system in Turkey, the contribution of these studies to resolving the existing problems will be discussed in this course. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to provide students conceptual knowledge necessary for critical thinking, involve them into theoretical debates existing today, and help them gain competence to express their own ideas.  Gaining knowledge about the main projects and studies towards improving the education system in Turkey and the contribution of these studies, discussing the effects of historical, political, social and cultural factors on education and educational systems in 21 st century are the aims of this course. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this lesson students will be able to;  -gain conceptual knowledge necessary for critical thinking.  - involve into theoretical debates existing today.  - gain competence to express their own ideas.  -gain knowledge and competence about the current issues in Turkish educational system.  - gain knowledge about basic problems occurred in Turkey within the process of EU and globalization.  -to gain knowledge about the main projects and studies intended for improving the education system in Turkey.  -to gain an understanding towards the effects of historical, political, social and cultural factors on education and educational systems in 21 th century. | | | | | | | |
| **TEXTBOOK** | | | | | Aldridge, J. Ve Goldman, R. (2007). *Current issues and trends in education.* Prentice Hall.  Holmes, R. (2012). *Current issues and answers in education.* USA: Author House. | | | | | | | |
| **OTHER REFERENCES** | | | | | Holmes, R. (2011). *Education questions to be answered.* USA: Author House.  DPT. (2007). *Dokuzuncu kalkınma planı.* Ankara: DPT.  MEB. (2007). *Bütçe raporu.* Ankara: MEB.  MEB: (2007). *Okul gelişim modeli*. Ankara: MEB  MEB. (1999). Eğitim bölgeleri ve eğitim kurulları yönergesi.  DPT(2007). Orta vadeli program. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction |
| 2 | Basic problems of Turkish educational system |
| 3 | Restructuring of the Education System |
| 4 | Current debates in education in USA and OECD Countries |
| 5 | Fundamental Problems faced by educators in Turkey and in the world |
| 6 | The effects of historical, political, social and cultural factors on education in 21 th century |
| 7-8 | MID-TERM EXAM |
| 9 | New Policies and Strategies in Education |
| 10 | Educational Policies in Medium Term Program |
| 11 | Strategic Planning Studies Made by Ministery of Education |
| 12 | The Projects Made Intended For Education And Their Effects |
| 13 | The Future Of Educational System And School |
| 14 | The Future Of Turkish Educational System |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education. | X |  |  |
| 2 | Analyze and discuss curriculum development process thoroughly |  | X |  |
| 3 | Explain the teaching and learning process based on various teaching-learning theories |  | X |  |
| 4 | Comparatively examine and evaluate the teacher training systems of turkey and various countries |  | X |  |
| 5 | Conduct a proper program evaluation study in pursuant of program evaluation process | X |  |  |
| 6 | Analyze needs and develop a draft program based on the needs analyzed. | X |  |  |
| 7 | Apply the knowledge learnt in the field to solve current educational problems |  | X |  |
| 8 | Apply the theoretical knowledge of the field to develop the activities in various fields. |  | X |  |
| 9 | Identify and disclosure the current problems in the field of curriculum and instruction. |  | X |  |
| 10 | Apply quantitative and qualitative research methods properly and correctly. | X |  |  |
| 11 | Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques. |  | X |  |
| 12 | Report the findings of researches in the field of curriculum and instruction. |  | X |  |
| 13 | Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc. | X |  |  |
| 14 | Use at least one foreign language properly and accurately. | X |  |  |
| 15 | Have scientific and ethical values and conduct researches in parallel with ethical issues. |  | X |  |
| 16 | Evaluate educational issues and problems critically and reflectively. |  | X |  |
| 17 | Properly apply information and communication technologies in the field. |  | X |  |
| 18 | Communicate impressively. |  | X |  |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Department of Educational Sciences**

**COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 541612021 | **COURSE NAME** | Cultural Psychology |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY() ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** |
|  | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | - | - |
| Quiz | | | | | - | - |
| Homework | | | | | 5 | 50 |
| Project | | | | | - | - |
| Report | | | | | - | - |
| Others (………) | | | | | - | - |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Scope of Cultural Psychology, basic concepts, theories, methods and implications of mutual constitution of culture and self for cross-culturally divergent psychological patterns in cognition, emotion, motivation, moral reasoning, and psychopathologies. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Encourage students to think of cultural meaning systems and practices as central to understanding higher-level mental processes. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students understands their own cultural backgrounds, the ways that cultural perspsctives relate to their lives; appreciate the diversity of cultures and how culture influences behaviors. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, student;   * Interact effectively and sensitively with people of diverse backgrounds and cultural perspectives. * Explane how individual differences influence beliefs, values and interactions with others and vice versa. * Examine the socio-cultural and international contexts that influence individual differences. * Recognize prejudicial attitudes and disciriminatory behaviors that might exist in themelves and in others. | | | | | | |
| **TEXTBOOK** | | | | | 1. Kağıtçıbaşı Ç. (2010). Benlik, Aile ve İnsan Gelişimi: Kültürel Psikoloji. İstanbul, Koç Üniversitesi Yayınları. 2. Heine, S. (2007). Cultural Psychology. NY: W.W. NORTON. | | | | | | |
| **OTHER REFERENCES** | | | | | Other books, articles and movies that contain cultural psychology. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Course introduction, methodology, evaluation and sources of the course; history of cultural psychology |
| 2 | Individualism and collectivism |
| 3 | Individualism and collectivism |
| 4 | Exploring the Turkish cultural model |
| 5 | Culture ans self-concept |
| 6 | Culture and motivation |
| 7-8 | MID-TERM EXAM |
| 9 | Culture and cognition |
| 10 | Culture and morality |
| 11 | Culture and emotion |
| 12 | Culture and mental health |
| 13 | Some particular cultural world |
| 14 | The search for universal |
| 15-16 | FINAL EXAM |

**Department of Curriculum Development and Instruction**

Upon the completion of the programme, the students will be able to

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| **NO** | **Key Learning Outcomes** | **3** | **2** | **1** |
| 1 | design, analyze and interpret a scientific research in the field |  | X |  |
| 2 | apply scientific research processes properly to solve educational problems |  |  | X |
| 3 | report the findings of a scientific study in the field |  |  | X |
| 4 | evaluate curriculum development models from various perspectives |  | X |  |
| 5 | prepare a curriculum design in the concerned field of study |  |  | X |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  |  | X |
| 7 | prepare and apply learning styles and strategies based instructional designs |  |  | X |
| 8 | be aware of professional and ethical responsibilities and behave in accordance |  |  | X |
| 9 | determine problems and issues in the field and develop proper solutions |  | X |  |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  |  | X |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 12 | follow scientific developments in the field and participate the facilities regarding. |  |  | X |
| 13 | use at least one foreign languages properly and accurately |  |  | X |
| 14 | evaluate educational issues and problems critically and reflectively. | X |  |  |
| 15 | properly apply information and communication technologies in the field |  |  | X |
| 16 | communicate impressively |  |  | X |
| **1: None. 2: Partially. 3: Completely**. | | | | |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Department of Educational Science**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541612701 | **COURSE NAME** | Doctorate Thesis |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| V | 0 | | 1 | 0 | | | 0 | 25 | COMPULSORY ( X ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Mechanical Engineering Profession**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 60 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  |  |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | The content of this lesson is to educate students about the subjects such as determining thesis subject, dissertation research and writing process. In this lesson advisor gives the information about the doctoral dissertation process. Detailed content of each is determined by the academic advisor. | | | | | | |
| **COURSE OBJECTIVES** | | | | | It is a process in which students study his/her thesis under the advisor’s management. It is aimed to teach and to be internalized how the scientific research should be with the help of practices; and to help the student who begins his/her doctorate dissertation work master the issues related to his/her doctoral dissertation thesis. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this lesson students will be able to;  -gain an advanced knowledge about their thesis,  -conduct their dissertation study,  -review and evaluate literature. | | | | | | |
| **TEXTBOOK** | | | | | - | | | | | | |
| **OTHER REFERENCES** | | | | | - | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Literature review |
| 2 | Literature review |
| 3 | Literature review |
| 4 | Advanced knowledge about thesis |
| 5 | Advanced knowledge about thesis |
| 6 | Advanced knowledge about thesis |
| 7 | The last literature review |
| 8 | The last literature review |
| 9 | The last literature review |
| 10 | Discussion |
| 11 | Discussion |
| 12 | Determining problem situation |
| 13 | Writing thesis |
| 14 | The last correction |

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|  | **At the end of the Curriculum and Instruction Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | design, analyze and interpret a scientific research in the field | X |  |  |
| 2 | apply scientific research processes properly to solve educational problems | X |  |  |
| 3 | report the findings of a scientific study in the field | X |  |  |
| 4 | evaluate curriculum development models from various perspectives | X |  |  |
| 5 | prepare a curriculum design in the concerned field of study |  | X |  |
| 6 | choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content | X |  |  |
| 7 | prepare and apply learning styles and strategies based instructional designs | X |  |  |
| 8 | be aware of professional and ethical responsibilities and behave in accordance | X |  |  |
| 9 | determine problems and issues in the field and develop proper solutions |  | X |  |
| 10 | make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. | X |  |  |
| 11 | be aware of current problems in Turkish teacher education system and generate solutions | X |  |  |
| 12 | follow scientific developments in the field and participate the facilities regarding. | X |  |  |
| 13 | use at least one foreign languages properly and accurately |  | X |  |
| 14 | evaluate educational issues and problems critically and reflectively. | X |  |  |
| 15 | properly apply information and communication technologies in the field | X |  |  |
| 16 | communicate impressively | X |  |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s): All Instructors

Signature: Date:

**ESOGU Department of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 541611901 | **COURSE NAME** | Special Topics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| V | 3 | | 0 | 0 | | | 0 | 5 | Compulsory (X) Electıve ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | % 50 | | | |  | | | | | % 50 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 50 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUISITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Taking the lead for doctorate 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, developin 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 Ph.D. 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. | | | | | | |
| **REFERENCES** | | | | | 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** | | | | |  | | | | | | |

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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 | MID-TERM EXAM |
| 9 | source review |
| 10 | Evaluation |
| 11 | Follow-up of the literature |
| 12 | Article review |
| 13 | Evaluation |
| 14 | Report preparation and presentation |
| 15-16 | FINAL EXAM |

|  |  |  |  |
| --- | --- | --- | --- |
| **Department of Curriculum Development and Instruction**  Upon the completion of the programme, the students will be able to |  | | |
| **Key Learning Outcomes** | **3** | **2** | **1** |
| 1. design, analyze and interpret a scientific research in the field | X |  |  |
| 1. apply scientific research processes properly to solve educational problems | X |  |  |
| 1. report the findings of a scientific study in the field | X |  |  |
| 1. evaluate curriculum development models from various perspectives |  |  | X |
| 1. prepare a curriculum design in the concerned field of study |  | X |  |
| 1. choose and apply teaching models and strategies appropriate with students’ characteristics, learning outputs and content |  |  | X |
| 1. prepare and apply learning styles and strategies based instructional designs |  |  | X |
| 1. be aware of professional and ethical responsibilities and behave in accordance | X |  |  |
| 1. determine problems and issues in the field and develop proper solutions | X |  |  |
| 1. make a decision on the effectiveness and appropriateness of a program by choosing and implementing proper program evaluation approaches. |  | X |  |
| 1. be aware of current problems in Turkish teacher education system and generate solutions |  | X |  |
| 1. follow scientific developments in the field and participate the facilities regarding. | X |  |  |
| 1. use at least one foreign languages properly and accurately | X |  |  |
| 1. evaluate educational issues and problems critically and reflectively. |  | X |  |
| 1. properly apply information and communication technologies in the field | X |  |  |
| 1. communicate impressively |  | X |  |
| **1: None. 2: Partially. 3: Completely**. |  |  |  |

Instructor(s): All Instructors

Signature: Date: