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| **Primary Education Master’s Degree Program Course with Thesis** | | | | | | | | | | |
| **Fall Semester (I. Semester)** | | | | | | | | | | |
| **Code** | **Course Name** | | **ECTS** | **T+A+C** | | **C/E** | | | **Language** | |
| 546001009 | Research Methods in Education I | | 7.5 | 3–0–3 | | C | | | Turkish | |
| 546001010 | Education Statistics I | | 7.5 | 3–0–3 | | C | | | Turkish | |
| 546001011 | Curriculum Development in Primary Education | | 7.5 | 3–0–3 | | E | | | Turkish | |
| 546001012 | Science Education in Primary Education | | 7.5 | 3–0–3 | | E | | | Turkish | |
| 546001013 | Rural Education | | 7.5 | 3–0–3 | | E | | | Turkish | |
| 546001014 | Skills in Primary Education | | 7.5 | 3–0–3 | | E | | | Turkish | |
| **Total Credit** | | |  | **15** | |  | | |  | |
| **Spring Semester (II. Semester)** | | | | | | | | | | |
| **Code** | **Course Name** | | | | **ECTS** | | **T+A+C** | **C/E** | | **Language** |
| 546002001 | [Seminar](http://abp.anadolu.edu.tr/?page=dersler&inner=dersTanimi&dersKod=%C4%B0S%C3%96599&lisan=01&dyy=2&birimKod=5501020102&st=008) | | | | 7,5 | | 0–3–0 | C | | Turkish |
| 546002011 | Education Statistics II | | | | 7.5 | | 3–0–3 | E | | Turkish |
| 546002012 | Theoretical Foundations of Literacy | | | | 7.5 | | 3–0–3 | E | | Turkish |
| 546002013 | Theories of Language Teaching | | | | 7.5 | | 3–0–3 | E | | Turkish |
| 546002014 | Measurement and Evaluation in Primary Education | | | | 7.5 | | 3–0–3 | E | | Turkish |
| 5 546002015 | Values in Primary Education | | | | 7.5 | | 3–0–3 | E | | Turkish |
| 546002016 | Development and LearningTheories in Childhood | | | | 7.5 | | 3–0–3 | E | | Turkish |
| 546002017 | Action Research in Education | | | | 7.5 | | 3–0–3 | E | | Turkish |
| 546002018 | Academic Writing and Speaking Skills | | | | 7.5 | | 3–0–3 | E | | Turkish |
| 546001015 | Errors and Misconceptions in Primary School Mathematics Teaching | | | | 7.5 | | 3–0–3 | E | | Turkish |
| 546001016 | Educational Technologies and Applications in Primary School | | | | 7.5 | | 3–0–3 | E | | Turkish |
| **Total Credit** | | | | |  | | **12** |  | |  |
| **Fall Semester (III. Semester)** | | | | | | | | | | |
| **Code** | | **Course Name** | | | **ECTS** | | **T+A+C** | **C/E** | | **Language** |
| 546002701 | | Master Thesis | | | 25 | | 0–1–0 | C | | Turkish |
| 546001901 | | Special Topics | | | 5 | | 3–0–0 | C | | Turkish |
| **Total Credit** | | | | | **30** | | **0** |  | |  |

**Course Load and Graduation:** At least 9 (nine) courses with a total of 27 credits and not less than 120 ECTS, a seminar course and thesis study. Seminar course and thesis work are evaluated as successful or unsuccessful.

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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 546001007 | **COURSE NAME** | Errors and Misconceptions in Elementary Mathematics 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 | COMPULSORY  ELECTIVE | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 40 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | Project | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Concepts of error and misconception, errors and misconceptions in the numbers and operations content strand: causes and solutions, errors and misconceptions in the geometry content strand: causes and solutions, errors and misconceptions in the measurement content strand: causes and solutions, errors and misconceptions in the data content strand: causes and solutions. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to educate graduate students who can  1. Define the concepts of error and misconception,  2. To have knowledge about basic errors and misconceptions encountered in the elementary mathematics teaching,  3. Explain the causes of errors and misconceptions considering different dimensions,  4. Offer suggestions to overcome the errors and misconceptions encountered. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Explains the concepts of errors and misconceptions.  2. Identifies errors and misconceptions related to the theme of Numbers and Quantities along with their causes and develops solutions.  3. Identifies errors and misconceptions related to the theme of Operations to Algebraic Thinking along with their causes and develops solutions.  4. Identifies errors and misconceptions related to the theme of Geometry of Objects along with their causes and develops solutions.  5. Identifies errors and misconceptions related to the theme of Probability of Events and Data-Driven Research along with their causes and develops solutions. | | | | | | | |
| **TEXTBOOK** | | | | | - | | | | | | | |
| **OTHER REFERENCES** | | | | | Hansen, A., Drews, D., Dudgeon, J., Lawton, F., & Surtees, L. (2017). Children's errors in mathematics. Learning Matters.  Ryan, J., & Williams, J. (2007). Children'S mathematics 4-15: learning from errors and misconceptions: learning from errors and misconceptions. McGraw-Hill Education (UK).  Cockburn, A. D., & Littler, G. (Eds.). (2008). Mathematical misconceptions: A guide for primary teachers. Sage.  Ojose, B. (2015). Common misconceptions in mathematics: Strategies to correct them. University Press of America | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Basic Education Tools (Computer, Projection etc.) | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is an error & a misconception? |
| 2 | Reasons for errors & misconceptions |
| 3 | Errors and Misconceptions Related to the Theme of Numbers and Quantities |
| 4 | Errors and Misconceptions Related to the Theme of Numbers and Quantities |
| 5 | Errors and Misconceptions Related to the Theme of Operations to Algebraic Thinking |
| 6 | Errors and Misconceptions Related to the Theme of Operations to Algebraic Thinking |
| 7-8 |  |
| 9 | Errors and Misconceptions Related to the Theme of Geometry of Objects |
| 10 | Errors and Misconceptions Related to the Theme of Geometry of Objects |
| 11 | Errors and Misconceptions Related to the Theme of Data-Driven Research |
| 12 | Errors and Misconceptions Related to the Theme of Probability of Events and Data-Driven Research |
| 13 | Project Assignment |
| 14 | Project Assignment |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about education within the framework of basic theory and applications in the field of classroom teaching. |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop, apply the solutions, and evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral forms. |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 546002017 | **COURSE NAME** | Action Research in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course will be able to develop students’ aspects about reseach methods and will be focus on action reseachs methods. Some case studies will be conduct to develop student competencies about collecting and interpreting data. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Focuses on developing education professionals’ ability to critically reflect on problems arising in schools through the developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | Students will be able to manage and conduct an action plan about school problems related with their specilization area. | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course students;  1. will have knowledge about research methods,  2. will increase their competencies about qualitative research methods,  3. will be describe an action research process  4. will be able to conduct an action research plan  5. will be analyse an action reseach data  6. will write a report about action reseach project. | | | | | | | |
| **TEXTBOOK** | | | | | Johnson, A. P. (2005). A short guide to action research, Boston: Pearson Publishing | | | | | | | |
| **OTHER REFERENCES** | | | | | Baumfield, V., Hall, E. & Wall, K. (2008). Action research in the classroom, California: Sage publication.  Stringer, E. T. (2007). Action research, California: Sage publication | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to qualitative research methods |
| 2 | General information about action research, explaining its features and areas of use |
| 3 | A look at the action research process: Defining and limiting the topic, literature review |
| 4 | Developing an action plan |
| 5 | Information about data collection techniques |
| 6 | Implementing the plan and collecting data |
| 7 | Implementing the plan and collecting data |
| 8 |  |
| 9 | Analyzing the data |
| 10 | Analyzing the data |
| 11 | Developing an action research |
| 12 | Developing an action research |
| 13 | Sharing and discussing the results |
| 14 | Sharing and discussing the results |
| 15 | Reflecting on the process |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 546001003 | **COURSE NAME** | Curriculum Development in Primary 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 | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Curriculum development aims at improving the life in elementary school and school environment and learning conditions | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Students know that 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** | | | | | By the end of this course, the students will possess the required professional skills for effective and efficient instruction and curriculum development of elementary schools. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 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** | | | | | Demirel, Ö. (2020). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Ankara: PegemA Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | Erden, A. M. (1995). Eğitimde Program Değerlendirme. Ankara: Pegem Yayıncılık.  2.Ertürk, S. (1997). Eğitimde Program Geliştirme. Ankara: METEKSAN.  3.Kısakürek, M. A. (1983). Eğitim Programlarının Hazırlanması ve Geliştirilmesi. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 16/1, 217-244.  4.Küçükahmet, L. (2003). Öğretimde Planlama ve Değerlendirme. Ankara: Nobel Yayın Dağıtım.  5.Oliva P. F. (1988). Developing the Curriculum. USA: Scott, Foresman and Company.  6.Sönmez, V. (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık.  7.Varış, F. (1996). Eğitimde Program Geliştirme. Ankara: Alkım Kitapçılık Yayıncılık.  8.Wulf, K. M. & Schave, B. (1984) Curriculum Design, A Handbook for Educators. USA: Foresman and Company. | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | |  | | | | | | | |

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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 | Education program development applications I |
| 9 | Education program development applications II |
| 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 I |
| 15 | Elementary education problems encountered in implementation of programs II |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 546002016 | **COURSE NAME** | Development and LearningTheories in Childhood |

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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 | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course will be able to develop students’ aspects about development and learning and will be apply them to education. Students will be able to support children’s development and learning. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to ensure general knowledge about development and learning theory of primary school children and to gain a perspective about development and learning theory in primary childhood. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | Students will be able to support children’s development and learning in working life and will be detect deviations from normal. | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course students;  1. will have knowledge about deveopment and learning of children.  2. will have knowledge about development and learning characteristics of children.  3. will be carried out development and learning activities for children  4. will be able to decet development and learning devitons from normal. | | | | | | | |
| **TEXTBOOK** | | | | | Mooney, C.G.( 2014). Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky. USA: Redleaf publication | | | | | | | |
| **OTHER REFERENCES** | | | | | Fabian, H. & Mould, C. (2010). Development & Learning for Very Young Children California: Sage publication.  Hedegaard, M. &Fleer, M.( 2013). Play, Learning, and Children's Development: Everyday Life in Families and Transition to School. Cambridge University Press  Senemoğlu, N.(2010). Gelişim Öğrenme ve Öğretim, Kuramdan Uygulamaya. Ankara: Pegem Akademi Yayınları.  Geçtan, E.(2014). Psikanaliz ve Sonrası. İstanbul: Metis Yayıncılık | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Development, Learning and Theory Concepts |
| 2 | Basic Characteristics of Modern Child Development Theories |
| 3 | Theories and Theorists Fundamental to Development and Learning: Jean Jegues Rousseau, Friedrich Wilhelm Froebel , Maria Montessori, Johann Heinrich Pestalozzi, John Locke |
| 4 | Cognitive Development Theory and Theorists: Jean Piaget, L.S. Vygotsky, Howard Gardner, Jerome Bruner, Information Processing Theory |
| 5 | Psychosexual Development Theory and Theorists:  Sigmund Freud, Alfred Adler, Carl Gustav Jung, Harry Stack Sullivan. |
| 6 | Social-Emotional Development Theory and Theorists: Eric Erikson, Stanley Hall, John Bowlby, Mary Ainsworth, D.W. Winnicott, Differentiation/Unification Theory (M. Mahler). |
| 7 | Social-Emotional Development Theory and Theorists: Eric Erikson, Stanley Hall, John Bowlby, Mary Ainsworth, D.W. Winnicott, Differentiation/Unification Theory (M. Mahler). |
| 8 |  |
| 9 | Moral Development Theory and Theorists: Lawrence Kohlberg, Carol Gilligan, Jean Piaget, John Dewey. |
| 10 | Language Development Theory and Theorists: Noam Chomsky- Jean Piaget, L.S. Vygotsky, B.F. Skinner. |
| 11 | Ecological Approach (Urie Bronfenbrenner); Sexual Development and Its Theory |
| 12 | Social Learning Theory and Theorists: Albert Bandura |
| 13 | Learning Theory and Theorists: Ivan Pavlov, John Broadus Watson, Thorndike |
| 14 | Learning Theory and Theorists: B.F. Skinner, David Ausubel-, Benjamin Bloom |
| 15 | Activities to Support Development and Learning |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 546001010 | **COURSE NAME** | 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  ELECTIVE | | | TR |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **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, non-parametric tests), correlation and regression analysis. | | | | | | | |
| **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** | | | | | To provide students with the ability to use statistical information in scientific research conducted in their own field. | | | | | | | |
| **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** | | | | | • | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic principles in statistics |
| 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 | Obtaining frequency distribution, measures of central tendency and measures of prevalence |
| 6 | Hypothesis types and hypothesis tests. |
| 7-8 |  |
| 9 | Chi-square test, one-sample t-test |
| 10 | Uncorrelated t test |
| 11 | One-way analysis of variance |
| 12 | Correlated t test |
| 13 | Analysis of variance for repeated measures |
| 14 | Course evaluation |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 546002011 | **COURSE NAME** | Education Statistics II |

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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 | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concept related to statistics  - Sampling methods  - theoretical distributions  - Central tendency and dispersion,  - Correlation and regression analysis,  - Hypothetical test,  cover the content of this course. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | It is aimed that students will be able to calculate descriptive statistics related to the variables handled in education and to be able to examine and interpret the relationships between variables using hypothesis tests. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | To provide students with the ability to use statistical information in scientific research conducted in their own field. | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course, the students will be able to:  1.comprehend main knowledge related statistic terms (population, sample, parameter, statistic, variable, variables types, measurement, scale, scales types, distribution),  2.understand sampling methods,  3.know theoretical distributions (normal and binomial distributions),  4.recognize central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient),  5.comprehend correlation and regression analysis,  6.know hypothetical tests (parametric and nonparametric tests, univariate statistics). | | | | | | | |
| **TEXTBOOK** | | | | | 1. Alpar, R. (2001). Spor Bilimlerinde Uygulamalı İstatistik. Nobel Yayınları, Ankara.  2. Arıcı, H. (2005). İstatistiksel Yöntemler. Meteksan, Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | | Baykul, Y. (1997). İstatistik, Metodlar ve Uygulamalar. Anı Yayıncılık, Ankara.  4. Büyüköztürk, Ş. (2007). Sosyal Bilimler İçin Veri Analizi El Kitabı. 8. Baskı, Pegem A Yayınları, Ankara.  5. Hovardaoğlu, S. (1994). Davranış Bilimleri İçin İstatistik. Hatipoğlu Yayınları, Ankara.  6. Karasar, N. (2000). Bilimsel Araştırma Yöntemi: Kavramlar, İlkeler, Teknikler. 10. Baskı, Nobel Yayınları, Ankara.  7. Özdamar, K. (1999). Paket Programlar ile İstatistiksel Veri Analizi. Kaan Kitabevi, Eskişehir.  8. Siegel, S. (1977). Davranış Bilimleri İçin Parametrik Olmayan İstatistikler. Çeviren: Yurdal Topsever, A.Ü. Dil ve Tarih Coğrafya Fakültesi Yayınları, Ankara.  9. Tatlıdil, H. (1992). Uygulamalı Çok Değişkenli İstatistiksel Analiz. Ankara. | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic Principles of Statistics |
| 2 | Basic concepts related to statistics (universe, sample, parameter, statistics, variable, variable types, measurement, scale, scale types, distribution) |
| 3 | Sampling methods |
| 4 | Theoretical distributions (Normal distribution, binomial distribution) |
| 5 | Measures defining distributions (Measures indicating location: means, peak value, median and prevalence: range, standard deviation, variance, standard error, coefficient of variation) |
| 6 | Measures defining distributions (Measures indicating location: means, peak value, median and prevalence: range, standard deviation, variance, standard error, coefficient of variation) |
| 7 | Correlation analyses |
| 8 |  |
| 9 | Regression analysis |
| 10 | Regression analysis |
| 11 | Hypothesis tests (parametric and nonparametric tests, multivariate statistics) |
| 12 | Hypothesis tests (parametric and nonparametric tests, multivariate statistics) |
| 13 | Descriptive statistics calculations |
| 14 | Descriptive statistics calculations |
| 15 | Descriptive statistics calculations |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 546001007 | **COURSE NAME** | Errors and Misconceptions in Elementary Mathematics 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 | COMPULSORY  ELECTIVE | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 40 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | Project | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Concepts of error and misconception, errors and misconceptions in the numbers and operations content strand: causes and solutions, errors and misconceptions in the geometry content strand: causes and solutions, errors and misconceptions in the measurement content strand: causes and solutions, errors and misconceptions in the data content strand: causes and solutions. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to educate graduate students who can  1. Define the concepts of error and misconception,  2. To have knowledge about basic errors and misconceptions encountered in the elementary mathematics teaching,  3. Explain the causes of errors and misconceptions considering different dimensions,  4. Offer suggestions to overcome the errors and misconceptions encountered. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Explains the concepts of errors and misconceptions.  2. Identifies errors and misconceptions related to the theme of Numbers and Quantities along with their causes and develops solutions.  3. Identifies errors and misconceptions related to the theme of Operations to Algebraic Thinking along with their causes and develops solutions.  4. Identifies errors and misconceptions related to the theme of Geometry of Objects along with their causes and develops solutions.  5. Identifies errors and misconceptions related to the theme of Probability of Events and Data-Driven Research along with their causes and develops solutions. | | | | | | | |
| **TEXTBOOK** | | | | | - | | | | | | | |
| **OTHER REFERENCES** | | | | | Hansen, A., Drews, D., Dudgeon, J., Lawton, F., & Surtees, L. (2017). Children's errors in mathematics. Learning Matters.  Ryan, J., & Williams, J. (2007). Children'S mathematics 4-15: learning from errors and misconceptions: learning from errors and misconceptions. McGraw-Hill Education (UK).  Cockburn, A. D., & Littler, G. (Eds.). (2008). Mathematical misconceptions: A guide for primary teachers. Sage.  Ojose, B. (2015). Common misconceptions in mathematics: Strategies to correct them. University Press of America | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Basic Education Tools (Computer, Projection etc.) | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is an error & a misconception? |
| 2 | Reasons for errors & misconceptions |
| 3 | Errors and Misconceptions Related to the Theme of Numbers and Quantities |
| 4 | Errors and Misconceptions Related to the Theme of Numbers and Quantities |
| 5 | Errors and Misconceptions Related to the Theme of Operations to Algebraic Thinking |
| 6 | Errors and Misconceptions Related to the Theme of Operations to Algebraic Thinking |
| 7-8 |  |
| 9 | Errors and Misconceptions Related to the Theme of Geometry of Objects |
| 10 | Errors and Misconceptions Related to the Theme of Geometry of Objects |
| 11 | Errors and Misconceptions Related to the Theme of Data-Driven Research |
| 12 | Errors and Misconceptions Related to the Theme of Probability of Events and Data-Driven Research |
| 13 | Project Assignment |
| 14 | Project Assignment |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about education within the framework of basic theory and applications in the field of classroom teaching. |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop, apply the solutions, and evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral forms. |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 546002014 | **COURSE NAME** | Measurement and Evaluation in Primary Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Psychometric techniques that use in primary schools; achievement tests, observation forms, self-assessment, peer-assessment, portfolio, control lists, rubrics and other techniques. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Comprehension the psychometric techniques that use in primary schools. Development and administration psychometric instruments | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | Knows the purpose of use of psychometric instruments, develops a proper psychometric instrument. | | | | | | | |
| **TEXTBOOK** | | | | | Halil Tekin, Eğitimde Ölçme ve Değerlendirme, Yargı Yayınevi. | | | | | | | |
| **OTHER REFERENCES** | | | | | Fuat Turgut, Yaşar Baykul, Eğitimde Ölçme ve Değerlendirme, Pegem Akademi, Deha Doğan, Ömer Kutlu, İsmail Karakaya, Öğrenci Başarısının Belirlenmesi, Adnan Erkuş, Sınıf Öğretmenleri İçin Ölçme ve Değerlendirme, Ekinoks. | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introducing |
| 2 | Basic terms (measurement, types of measurement, types of scales and their properties, evaluation). |
| 3 | Validity, techniques to determine validity of a psychometric instrument. Usefulness. |
| 4 | Review the primary school curriculums |
| 5 | Developing achievement tests. |
| 6 | Developmental theories and models of reading |
| 7 | Preparing review forms. |
| 8 |  |
| 9 | Preparing self-assessment forms. |
| 10 | Preparing peer-assessment forms |
| 11 | Portfolio assessment |
| 12 | Developing control lists. |
| 13 | Developing gradation scales |
| 14 | Developing rubrics |
| 15 | Other psychometric techniques |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 546001001 | **COURSE NAME** | Research Methods in Education 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  ELECTIVE | | | TR |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Students who actively participate in this course will gain the ability to produce scientific products by internalizing the techniques and ethical processes they will use in their academic studies. | | | | | | | |
| **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** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | • 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 | | | | | | | |

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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 |  |
| 9 | Causal research |
| 10 | Qualitative and quantitative measurement |
| 11 | Quantitative data analysis |
| 12 | Qualtitative data analysis |
| 13 | Writing research report |
| 14 | Course evaluation |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 546001013 | **COURSE NAME** | Rural 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 | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The examination of Turkey's rural history; to be aware of village sociology; examination of rural education in Turkey; Examination of education in rural areas, Courses in rural areas in other countries; educational problems in rural areas and to compare the problems encountered in Turkey and other countries, examination of implementation forms of the combined classes in the world. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Understanding Turkey’s rural history and village sociology  Knowledge of rural education in Turkey and other countries  Knowledge of teaching courses in rural and encountered problems  Educational problems in rural areas and to compare the problems encountered in Turkey and other countries  The implementation forms of the combined classes in the world | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | By the end of this course, the students will possess the required professional skills for effective and efficient instruction in rural education. | | | | | | | |
| **COURSE OUTCOMES** | | | | | Understands Turkey’s rural history  Understands village and the village population, village sociology  Understands rural education in Turkey  Understands rural education in other countries  Understands courses in rural areas (mathematics education in rural areas and so on)  Understands educational problems in rural areas  Understands combined forms of implementation of the classes in the world | | | | | | | |
| **TEXTBOOK** | | | | | AKYÜZ, Y. Türk Eğitim Tarihi, Ankara: Pegem. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. BAŞARAN, İ. E. Türk Eğitim Sistemi, Ankara.  2. DEMİREL, Özcan (2000) Karşılaştırmalı Eğitim, Ankara: Pegem.  3. SAĞLAM, Mustafa Avrupa Ülkelerinin Eğitim Sistemi, Eskişehir: Anadolu Ü. Yayınları.  4. ŞİŞMAN, M.; TEŞDEMİR, İ. Türk Eğitim Sistemi ve Okul Yönetimi, Ankara: Pegem.  5. TÜRKOĞLU, Adil (1998) Karşılaştırmalı Eğitim “Dünya Ülkelerinden Örneklerle”, Adana: Baki Kitapevi. | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Information about and Introduction to the course and general concepts |
| 2 | The establishment of the Turkish national education system, development, and the present situation |
| 3 | Main features of the Turkish national education system, reform process and the problems |
| 4 | Turkey’s rural history |
| 5 | Village and the village population, village institutes, the number of village schools, teachers' assignment to rural |
| 6 | Village sociology (the characteristics of village population, social stratification, social mobility, family in village society, the patterns and characteristics of values, beliefs, attitudes and behaviors in village society) |
| 7 |  |
| 8 | Rural education in turkey |
| 9 | Rural education in other countries (U.S., China, India, Australia and so on.) |
| 10 | Courses in rural areas (mathematics education in rural areas and so on) |
| 11 | Program evaluation in elementary education |
| 12 | Educational problems in rural areas |
| 13 | To compare the problems encountered in Turkey and other countries |
| 14 | Examination of implementation forms of the combined classes in the world |
| 15 | Examination of implementation forms of the combined classes in the world |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 546001012 | **COURSE NAME** | Science Education in Primary 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 | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Historical development of science teaching in Turkey and the World, science dilemma, scientific literacy concept and its dimensions, relationship between 21. century skills and scientific literacy, basic futures of nature of science and teaching nature of science, constructivist learning approach, the importance of constructivist learning approach in elementary science teaching programme, teaching-learning process in constructivism, learning principles of constructivism, methods and strategies which are used in constructivist learning environments, features of constructivist classrooms, teaching practices in constractivism. Examining problems in science education arising from students, teachers, teahing-learning process and the sturucture of Turkish Education system, discussing alternative solutions in the light of recent trends in science education. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To provide students with knowledge and skills related to science teaching. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | Students are provided with knowledge and skills regarding science teaching. | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course, students;  1. Knowing the historical process of science education,  2. Comprehending scientific literacy,  3.21. Understanding the relationship between 21st century skills and scientific literacy,  4.Ability to analyze the characteristics of the nature of science,  5. To be able to explain the basic foundations of constructivist theory,  6. Being able to understand the characteristics of constructivist teaching-learning environments,  7. Ability to analyze the methods and strategies adopted by constructivist theory,  8. They will gain the ability to suggest solutions to problems encountered in science education. | | | | | | | |
| **TEXTBOOK** | | | | | Harlen, W. (2000) Teaching learning assessing science 5-12. Third Edition, London: Paul Chapman Publishing Co. | | | | | | | |
| **OTHER REFERENCES** | | | | | Colburn, A. (1998) Constructivism and science teaching, USA: Phi Delta Kapa Educational Foundation, Indiana.  Çepni, S. (2007). Bilim, fen, teknoloji kavramlarının eğitim programlarına yansımaları Fen ve Teknoloji Öğretimi. (Ed. Salih Çepni) (6.Baskı). ss.2-11. Ankara: PegemA Yayıncılık,  Howe, A. C. ve Jones, L. (1998). Engaging Children in Science (Second Edition). New Jersey, USA: Macmillan College Publishing Company. Prentice- Hall, Inc.  MEB (2005). İlköğretim programları, Ankara: Milli Eğitim Yayınları.  Yurdakul, B. (2005) “Yapılandırmacılık” Ed. Özcan Demirel Eğitimde Yeni Yönelimler, Ankara: PegemA Yayıncılık.  Victor, E. ve Kellough, R. D. (1997) Science for the elementary and middle schools, USA: Prentice Hall. | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts about science teaching |
| 2 | Historical development of science education |
| 3 | Definition and functions of scientific literacy |
| 4 | Preparing activities for the characteristics of the nature of science |
| 5 | Basic foundations of constructivist theory |
| 6 | Characteristics of the constructivist teaching-learning process |
| 7 |  |
| 8 | Analysis of constructivist methods and techniques |
| 9 | Ability to organize activities in accordance with constructivist methods and techniques |
| 10 | Ability to organize activities in accordance with the methods and techniques adopted by constructivism |
| 11 | Program evaluation in elementary education |
| 12 | Analysis of problems in science education |
| 13 | Analysis of problems in science education |
| 14 | Solving problems in light of new trends in science education |
| 15 | Solving problems in light of new trends in science education |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 546002010 | **COURSE NAME** | Seminar |

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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 | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The aim of this course is to enable students to gain the skills of accessing scientific data, using data, making evaluations and preparing presentations in order to solve a problem related to their field before moving on to the thesis stage. In line with this purpose, the research conducted in the world and in Turkey in the field of higher education is examined, the paradigmatic and theoretical foundations on which educational research is based, research methods and techniques used in research, classification of research related to higher education, topics and themes addressed in higher education, criticism of some selected research related to higher education in terms of theoretical foundations, methods and results, and the student's ability to design and present an original research. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Öğrencilere beceri eğitiminin ilkelerini kazandırmak | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | At the end of this course, students will be able to;  1. Recognize a problem related to their field.  2. Use the scientific process effectively.  3. Develop alternative solutions to the problem in question.  4. Write a scientific report.  5. Present a research report effectively. | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course, students will be able to;  1. Recognize a problem related to their field.  2. Use the scientific process effectively.  3. Develop alternative solutions to the problem in question.  4. Write a scientific report.  5. Present a research report effectively. | | | | | | | |
| **TEXTBOOK** | | | | | PA (2009). Amerikan psikoloji derneği yayım kılavuzu.  İstanbul: Kaknüs Yayınl | | | | | | | |
| **OTHER REFERENCES** | | | | | Dökmen, Ü. (2002). İletişim Çatışmaları ve Empati  Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Current developments and problems in the field |
| 2 | Determining the problem situation |
| 3 | Literature review |
| 4 | Preparing a research proposal |
| 5 | Preparing a research proposal |
| 6 | Communication SkillsEntrepreneurial Skills |
| 7 | Data collection |
| 8 |  |
| 9 | Data collection |
| 10 | Analysis of data |
| 11 | Analysis of data |
| 12 | Findings |
| 13 | Discussion and suggestions |
| 14 | Discussion and suggestions |
| 15 | Presentation of the research report |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 546001014 | **COURSE NAME** | Skills in Primary 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 | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | What is a skill?, Classification of skills, Skills included in primary education programs, skill training, Gaining skills to primary school students, activities related to skill training, Skill Training Applications in Turkey and the World | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Öğrencilere beceri eğitiminin ilkelerini kazandırmak | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | Bu ders sonunda öğrenciler beceri eğitiminin ilke ve uygulamaları ile ilgili bilgi ve beceri edinirler. | | | | | | | |
| **COURSE OUTCOMES** | | | | | Eleştirel düşünme becerisi,  Yaratıcı düşünme becerisi,  İletişim becerisi,  Araştırma-soruşturma becerisi,  Problem çözme becerisi,  Bilgi teknolojilerini kullanma becerisi | | | | | | | |
| **TEXTBOOK** | | | | | Açıkgöz, Ün, K. (2003). Etkili öğrenme ve öğretme. İzmir: Kanyılmaz Matbaası | | | | | | | |
| **OTHER REFERENCES** | | | | | Dökmen, Ü. (2002). İletişim Çatışmaları ve Empati  Güner, H. Ç. (2005). İlköğretimde Yaratıcı Drama, İstanbul: Sistem Yayıncılık  Eren, E. (2000). Örgütsel Davranış ve Yönetim Psikolojisi | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Concept of Skill |
| 2 | Classification of Skills |
| 3 | Skills in Primary Education Programs |
| 4 | Critical Thinking Skills |
| 5 | Creative Thinking Skills |
| 6 | Communication SkillsEntrepreneurial Skills |
| 7 |  |
| 8 |  |
| 9 | Research-investigation skills |
| 10 | Problem solving skills |
| 11 | Information technology usage skills |
| 12 | Applications related to skills training |
| 13 | Skills training applications in Turkey |
| 14 | Skills training applications in the world |
| 15 | Problems encountered in skills training |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | Fall/Spring |

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| **COURSE CODE** | 546001901 | **COURSE NAME** | Special Topics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| III/IV | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(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 statement and research topic related to the thesis, exposing the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developing a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Evaluations and discussions of the new developments and articles in the study fields of the students who are progressing their thesis. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of this module students will be able to:  1. Choose a problem statement and define it within the context of theoretical and / or social affects,  2. Understand the relationship between research topic and the research problem,  3. Understand and explain the importance and purpose of the study,  4. Choose one of the suitable methods devoted to the research problem and search the literature,  5. Develop an initial draft plan within the context of thesis proposal, devoted to estimated general situation of the study. | | | | | | | |
| **TEXTBOOK** | | | | | 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 EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Researching the relevant literature |
| 2 | Determining the problem situation |
| 3 | Determining the problem statement |
| 4 | Determining the method |
| 5 | Determining the participants |
| 6 | Determining the data collection tool |
| 7 | Implementing the plan and collecting data |
| 8 |  |
| 9 | Developing the data collection tool |
| 10 | Reporting the research proposal |
| 11 | Reporting the research proposal |
| 12 | Determining the work schedule |
| 13 | Obtaining permissions |
| 14 | Implementation |
| 15 | Implementation |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 546001016 | **COURSE NAME** | TECHNOLOGIES IN EDUCATION AND APPLICATIONS IN PRIMARY SCHOOL |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 0 | 7.5 | COMPULSORY  ELECTIVE | | | TURKİSH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | |  | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The content of this course focuses on the discussions in the field of educational technologies regarding the place of technology in education and the systematic integration of educational technologies into K-12 curriculum. Theoretical and conceptual frameworks put forward in the field of educational technologies, especially Technological Pedagogical Content Knowledge (TPACK), will be discussed in the light of relevant research in the literature. In addition, students will gain direct experience in the use of certain educational technologies. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of the course is to provide students with a critical perspective on the place of technology in curriculum and to enable them to decide on their own positions in light of discussions in the literature. In addition, it is to support students in developing processes that will enable the use of educational technologies and to have the competencies to design technology-enriched educational environments. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students will gain skills in the use of technology in education and will be able to conduct scientific research on this subject. | | | | | | | |
| **COURSE OUTCOMES** | | | | | Students will have knowledge about the use of technology.  They will be able to recognize technologies that can be used in education.  They will be able to follow scientific research on the use of technology in education.  They will be able to have the ability to conduct scientific research on the use of technology in education. | | | | | | | |
| **TEXTBOOK** | | | | | Çağıltay, K. & Göktaş, Y. (2016). Öğretim Teknolojilerinin Temelleri: Teoriler Araştırmalar Eğilimler. Pegem Akademi. | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Course description |
| 2 | Instructional design theories and models |
| 3 | Changes in instructional technologies |
| 4 | Learning theories and instructional technologies |
| 5 | Media and method discussion |
| 6 | Technological Pedagogical Content Knowledge |
| 7-8 |  |
| 9 | Research Methods and Instructional Technologies |
| 10 | Technology Integration |
| 11 | Online Learning Environments |
| 12 | Mobile Learning |
| 13 | Communities of Practice and Professional Development |
| 14 | New Approaches in Educational Technologies |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about education within the framework of basic theory and applications in the field of classroom teaching. |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop, apply the solutions, and evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral forms. |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. |  |  |  |
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| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 546002012 | **COURSE NAME** | Theoretical Foundations of Literacy |

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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 | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Theoretical foundations of reading and writing. Reading and writing; a mental, physical and social aspects. Reading theories and models. Traditional theories and models of reading. Developmental theories and models of reading. Traditional theories and models of writing. Developmental theories and models of writing. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To know in depth the concepts of reading and writing. To know the theory and models of reading and writing | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | To provide students with the ability to use statistical information in scientific research conducted in their own field. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Recognize the concepts of reading and writing.  2. Recognize traditional theories and models of reading.  3. Recognizes developmental theories and models of reading.  4. Recognize traditional theories and models of writing.  5. Recognizes developmental theories and models of writing | | | | | | | |
| **TEXTBOOK** | | | | | Calkins, L. M. (1994). The art of teaching writing. Portsmouth, NH: Heinnemann | | | | | | | |
| **OTHER REFERENCES** | | | | | Flower, Linda S. ve Hayes, John R. (1981). A cognitive process theory of writing. College Composition and Communitation, 32, s.365–387.  Güneş, F. (2009). Türkçe öğretiminde günümüz gelişmeleri ve yapılandırıcı yaklaşım. Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 6, 11, 1-21.  Güneş, F. (2007). Türkçe öğretimi ve zihinsel yapılandırma. Ankara: Nobel Yayıncılık.  Kamil, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (Eds.). (2000). Handbook of reading research: Volume III. Mahwah, NJ: Erlbaum.  Karatay, H. (2011). “Süreç temelli yazma modelleri: planlı yazma ve değerlendirme” Yazma eğitimi. (Ed.Murat Özbay) Ankara: Pegema Yayıncılık, s.21-40.  Kırkıkıç, A. ve Akyol, H. (2009). İlköğretimde Türkçe öğretimi. Ankara: Pegem Akademi.  Raimes, A. (1983). Techniques in teaching writing. Oxford: Oxford University Press. | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is reading? |
| 2 | History and development of reading |
| 3 | Reading theories and models |
| 4 | Traditional theories and models of reading |
| 5 | Developmental theories and models of reading |
| 6 | Developmental theories and models of reading |
| 7 | Related Research |
| 8 |  |
| 9 | What is writing? |
| 10 | History and development of writing |
| 11 | Writing theories and models |
| 12 | Traditional theories and models of writing |
| 13 | Developmental theories and models of writing |
| 14 | Related Research |
| 15 | Related Research II |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 546002015 | **COURSE NAME** | Values in Primary Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Midterm | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 20 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The main topics context of this lesson are values education, basic consepts of character education, importance of value education, background of value education, philosophical and psyhological basis in value education, family and teacher in value education, value education in the World and enhancing values by curriculums. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this lesson is to gain that;  1.Knowing the main concepts of value, value education and character education,  2.Awareness of value education,  3.Knowing the main approachs in value education,  4.Learning the background of value education,  5.Realizing the importance of family and teacher in value education,  6.Learning the implementation about value education in the World. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1- Knows the basic concepts of value, value education and character education.  2- Realize the importance of value education,  3- Knows the main approaches in value education,  4- Knows the background of value education,  5- Realize the importance of family and teacher.  6- Follows the developments about value education in the World. | | | | | | | |
| **TEXTBOOK** | | | | | Aydın, M.Z. (2008). Ailede Çocuğun Ahlak Eğitimi. Ankara: Nobel yayın Dağıtım  Cheng, R.H. ve diğ. (2006). Values Education for Citizens in The New Century. Hong Kong: The Chinese University Press  Damon, W. (2002). Bringing in A New Era in Character Education. California: Hoover Institution Press  Dewey, J. (1995). Eğitimde Ahlak İlkeleri (çev. Ferhan Oğuzhan). Ankara:Şafak Matbaacılık  Durkheim, E. (2004). Ahlak Eğitimi (çev. Oğuz Adanır). İzmir: Dokuz Eylül Yayınları  Halstead, J. M. Ve Pike, M.A. (2006). Citizenship and Moral Education Values in Action. London : Routledge | | | | | | | |
| **OTHER REFERENCES** | | | | | Halstead, J.M. ve Taylor, M.J. (1996). Values in Education and Education in Values. London: Routledge  Haydon, G. (1997).Teaching About Values:A New Approach.London: Cassell  Joshi,D.(2007).Value Education in Global Perspective.New Delhi:Lotus press  Lockwood, A.L. (2009). The Case For Character Education: A Developmental Approach. New York and London: Teachers College Press  Nucci L.P. ve Narvaez, D. (2008). Handbook of Moral and Character Education. London: Routledge | | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Projector, computer, | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Value education perspective of developmen |
| 2 | Value education perspective of culturel basis |
| 3 | Value education perspective of experiences |
| 4 | Value education perspective of methodology |
| 5 | Value education perspective of classification of values |
| 6 | Value education perspective of classification of values |
| 7 | Roles in education (Parent, teacher, student) |
| 8 |  |
| 9 | Education of values in school |
| 10 | Education of values outside of school |
| 11 | Applications related to if education |
| 12 | Applications related to if education |
| 13 | Problems encountered in value education |
| 14 | Problems encountered in value education |
| 15 | Values education practices in the world |
| 16-17 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develop and deepen their general knowledge about science education within the framework of basic theory and applications in the field of classroom teaching. (Information) |  |  |  |
| 2 | Understand the relationship between theory and practice concerning the training of classroom teaching. (Information) |  |  |  |
| 3 | Carry out the process of scientific research related to the field of classroom teaching independently. (Identify the problem, select and apply the appropriate scientific method, analyze and report the findings.) (Skill) |  |  |  |
| 4 | Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill) |  |  |  |
| 5 | Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results. |  |  |  |
| 6 | Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them. (competence of working independently and taking responsibility) |  |  |  |
| 7 | Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence) |  |  |  |
| 8 | Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence) |  |  |  |
| 9 | Transfer the developments in the field of classroom teaching and individual-vocational studies to the groups in the field and the others efficiently in the written, oral and visual forms. (communication and social competence) |  |  |  |
| 10 | Share the information about the field of classroom teaching at national/international level effectively in the written and oral form. (communication and social competence) |  |  |  |
| 11 | Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence) |  |  |  |
| 12 | Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence) |  |  |  |
| 13 | Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence) |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**