

## **Primary Teacher Training (Master's Degree Program)**

### **1. Guideline**

Primary school teaching graduate program at the Institute of Social Sciences students took first, with the establishment of the Institute of Educational Sciences, 2009/2010 from the academic year, the program has been incorporated into the Institute of Educational Sciences. Within the program, as well as compulsory subjects related to the field of basic education science elective course for the training are also included.

The basic purpose of the program is to improve the quality of classroom teachers and academics in the field of primary education. Teaching courses in the field of primary school teacher is in need of specialization. Therefore, the primary first step will be trained how to teach for specializing. Among aims of program is to analyze various problems of education and training according with process of scientific research.

### **2. Degree Awarded**

Students who successfully complete the program are awarded an postgraduate diploma in primary school teacher.

### **3. Grade Level**

Postgraduate diploma

### **4. Admission Requirements**

To start the program is valid general admission requirements applying for Turkish and foreign students.

### **5. Recognition of Prior Learning**

Turkish Higher Education institutions, recognition of prior non-formal learning, vertical, horizontal and the university is determined by the Board of Higher Education in the transitions "INSTITUTIONS OF HIGHER EDUCATION PROGRAMS UNDERGRADUATE STUDENTS AND SWITCHING, DOUBLE MAJOR, MINOR AND CREDIT TRANSFER BETWEEN CORPORATE ACTION ON BASIS OF REGULATION" carried out within the scope of.

Exams of exemption are organized certificate-based or experience-based learning outside of formal educational institutions in recognition for some of the computer and foreign language courses at the beginning of each academic semester in Turkey. Students who take the exam and pass the courses in the curriculum are exempt from the relevant.

### **6. Qualification Requirements and Regulations.**

1. All courses must be passed in the student's program, FF, should not grade DZ or NZ. In this program and deepen their general knowledge about science 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 quantitative 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.

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 form.
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.  
Evaluate the current developments in the field of classroom teaching in accordance with national values and, students provide a minimum 32 course credits and GPA must be at least 3.00 out of 4.00.

## **7. Purposes of the programme**

*After finishing the programme, students will be;*

- ✓ who can enhance and develop the general knowledge of the Educational Sciences, basic theories and practices in the area of Primary School Teaching.
- ✓ who can comprehend the relationships between theories and applications related to Primary School Teaching,
- ✓ who can manage independently scientific research process related to Primary School Teaching,
- ✓ who can improve suggestions the problems of Primary School Teaching by using qualitative and quantitative research methods,
- ✓ who can evaluate the knowledge they learned critically and can manage learning,
- ✓ who can share the knowledge related to the field verbal or written in national and international platforms.
- ✓ who can evaluate the strategies, policies and applications and their results.
- ✓ who can apply the knowledge, skills and problem solving skills in workings of interdisciplinary,

## **8. Program Competencies (Learning Outcomes)**

1. Develop realities of the country.

## **9. Graduates Employment Opportunities**

Students graduating from the Master's program in primary school teaching, public and private educational institutions under the Ministry of National Education, and on the private and state universities departments work as a research assistant or teaching assistant.

## **10. Jump to Top Degree Programs**

Successful completion of undergraduate degree candidates to take the ALES score or equivalent examinations and apply on condition that they have sufficient knowledge of foreign language education in their field or a related field may PhD programs.

## **11. Exams, Measurement and Evaluation**

Evaluation and assessment methods for each course "Course Information Form" is defined in detail in.

## **12. Graduation Requirements**

Graduation requirements “Qualification Requirements and Regulations” as described in the section.

### **13. Mode of Study (Full-time, e -learning)**

Full- time, e-learning.

### **14. Address and Contact Information (Department/Program Chair, Assistants and Erasmus Coordinator)**

Eskişehir Osmangazi University  
Institute of Education Sciences  
Primary Education School Teachers Post Graduate  
Faculty of Education , Meşelik Campüs, Odunpazarı-Eskişehir..  
Tel: +90 222 239 3750-1652

Program Erasmus Coordinator: Doç. Dr. Cansu FİLİK İŞCEN (1619-dahili)

E-mail: [ilkogretim@ogu.edu.tr](mailto:ilkogretim@ogu.edu.tr)

### **15. Department/ Program Oppurtunities**

Primary school teaching graduate program three associate professor, nine assistant professor and two research assistant faculty members are on duty. Courses in the postgraduate program could take in 2 classrooms, a computer lab and 1 classroom video conference. Postgraduate courses carried classrooms have equipment such as projectors and the internet.

### **16. Akademik Personel**

Doç. Dr. Engin KARADAĞ  
Doç. Dr. Eyüp ARTVINLİ  
Doç. Dr. Cemil YÜCEL  
Yrd. Doç. Dr. Hüseyin ANILAN  
Yrd. Doç. Dr. Pınar GİRMEN  
Yrd. Doç. Dr. Şengül S. ANAGÜN  
Yrd. Doç. Dr. Hilmi DEMİRAL  
Yrd. Doç. Dr. Halis Adnan ARSLANTAŞ  
Yrd. Doç. Dr. İsmail ACUN  
Araş. Gör. Zeynep KILIÇ  
Araş. Gör. Mehmet Fatih KAYA

### **17. Courses- ECTS Credits**

To see the detail information of any aims, learning outcomes, content, assessment and workload as ECTS course in the following click on the name.

**Primary Teacher Training Master's Degree Program Course**

**Autumn Semester**

<b>Code</b>	<b>Course Name</b>	<b>ECTS</b>	<b>T+A+C</b>	<b>C/E</b>	<b>Language</b>
541301004	Research Methods in Education I	10	3-0-3	C	Turkish
541301002	Education Statistics I	10	3-0-3	C	Turkish
541301901	Special Topics	5	3-0-0	C	Turkish
541301003	Curriculum Development in Primary Education	10	3-0-3	E	Turkish
541301012	Science Education in Primary Education	10	3-0-3	E	Turkish
541301013	Rural Education	10	3-0-3	E	Turkish
541301014	Skills in Primary Education	10	3-0-3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>15</b>		

**Fall Semester**

<b>Code</b>	<b>Course Name</b>	<b>ECTS</b>	<b>T+A+C</b>	<b>C/E</b>	<b>Language</b>
541302002	Seminar	10	0-3-0	C	Turkish
541302702	Master Thesis	25	0-1-0	C	Turkish
541302001	Education Statistics II	10	3-0-3	E	Turkish
541302013	Theoretical Foundations of Literacy	10	3-0-3	E	Turkish
541302014	Theories of Language Teaching	10	3-0-3	E	Turkish
541302005	Measurement and Evaluation in Primary Education	10	3-0-3	E	Turkish
541302015	Values in Primary Education	10	3-0-3	E	Turkish
541302016	Development and Learning Theories in Childhood	10	3-0-3	E	Turkish
541302017	Action Research in Education	10	3-0-3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>12</b>		



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541301004 | COURSE NAME | Research Methods in Education I

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
SPRING	3	0	0	3	10	COMPULSORY (X) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science	
-	%100						
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Mid-Term		1		30		
	Quiz						
	Homework		1		20		
	Project						
	Report						
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>				1		50	
<b>PREREQUIEITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		Main purpose of this course is to enable students to examine research processes (determining a problem, data collection, data analysis, and interpretation of the results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting.					
<b>COURSE OBJECTIVES</b>		The objective of this course is to gain ability for performing all aspects of quantitative research.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>		<ol style="list-style-type: none"><li>1. to develop understandings about the role of research in science – especially in knowledge management</li><li>2. to gain knowledge about research processes and research methods</li><li>3. to analyze research in knowledge management field and gaining evaluation ability</li><li>4. to think systematically for solving problems in knowledge management field and perform analytical methods</li><li>5. to teach data collection, data analysis and evaluation techniques</li><li>6. to gain knowledge in writing research proposal and preparing research report</li></ol>					
<b>TEXTBOOK</b>		<ul style="list-style-type: none"><li>• McMillan, J. H., &amp; Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company.</li></ul>					
<b>OTHER REFERENCES</b>		<ul style="list-style-type: none"><li>• Cohen, L., Manion, L., &amp; Morrison, K. (2007). Research methods in education. New York: Routledge.</li><li>• Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage.</li><li>• APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları.</li><li>• Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık.</li><li>• Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi.</li></ul>					

	<ul style="list-style-type: none"> <li>Sipahi, B., Yurtkoru, E. S., &amp; Çinko, M. (2010). Sosyal bilimlerde SPSS'le veri analizi. İstanbul: Beta Yayınları.</li> <li>Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA</li> </ul>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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	<b>MID-TERM EXAM</b>
9	Survey research – Correlational research
10	Causal research
11	Qualitative and quantitative measurement
12	Quantitative data analysis
13	Writing research report
14	Course evaluation
15-16	<b>FINAL EXAM</b>

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
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)	X		
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)		X	
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)	X		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)		X	
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.		X	
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)		X	
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)			X
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)			X
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)		X	
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)		X	
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)			X
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)		X	
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)			X

1:None. 2:Partially contribution. 3: Completely contribution.

**Instructor(s):**

**Signature:**

**Date**



ESOGU Educational Science  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541301002 | COURSE NAME | Education Statistics I

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( X ) ELECTIVE ( )	Turkish
COURSE CATAGORY							
Basic Science	Educational Science		Mechanical Engineering Profession [if it contains considerable design, mark with (√)]			Social Science	
X							
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	1st Mid-Term						
	2nd Mid-Term						
	Quiz						
	Homework		1		40		
	Project						
	Report						
Others (.....)							
FINAL EXAM				1		60	
PREREQUIEITE(S)		None					
COURSE DESCRIPTION		Basic terms of statistics, universe, sample, types of variables, categorizing the variables, descriptive statistics, transforming the raw scores to standardized scores. Normality, z-distribution, statistical error, hypothesis tests and decision, one-sample t-test, ki-square test. Significancy test of mean differences (independent samples t-test, dependent samples t-test, one way analysis of variance (ANOVA), non-parametric tests), correlation 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							
COURSE OUTCOMES		Knows the basic terms of statistics. Calculates the basic descriptive statistics, transforms the raw scores to standardized scores, administers the one-sample t-test and ki-square test and decides through results.					
TEXTBOOK		Şener Büyüköztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık.					
OTHER REFERENCES							
TOOLS AND EQUIPMENTS REQUIRED		Computer.					

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

No	Program Outcomes	3	2	1
1	Develop theory and strategies related to the problem areas in the field of educational administration and supervision by acquiring master's degree level of knowledge, experience and research capabilities.		X	
2	Classify information in the field of Educational Administration and access unique knowledge systematically in accordance with qualitative and quantitative research skills.	X		
3	Assess current and complex issues relating to the field of Educational Administration, develop new scientific methods and take advantage of method, design and application of other disciplines.		X	
4	Make unique publications and focusing on creative issues at national and international levels by employing new scientific methods in the field of Educational Administration.	X		
5	Develop new methods and strategies by using administrative processes such as decision making with creative and critical thinking, planning, organization, coordination, monitoring and evaluation to solve the problems in the field of Educational Administration.		X	
6	To participate in educational and training activities in the field of Educational Administration and to lead the spread of these activities.			X
7	Be aware of ethical principles and reflect these principles to the field practices.			X
8	to design practical steps by developing effective training and management strategies		X	
9	Contribute the field of Educational Administration with the unique ideas and studies at the scientific meetings.	X		
10	Develop competence in following international literature in the field of Educational Administration.		X	
11	Interact and communicate with the practitioners and employees in order to support the field with national, international and interdisciplinary studies.			X
12	Develop strategies and information which improve educational organizations structural and functional aspects.			X
13	Contribute the development of educational organizations in the process of becoming a information society by offering new approaches about management and controlling to the relevant individuals and institutions.			X
14	develop an effective cooperation between policymakers, practitioners and researchers with the help of strategic decision making process in order to solve problems in the field of Educational Administration.		X	
15	Produce knowledge and develop plans which facilitate the educational organizations to fulfill their roles in the economic, social, political and cultural development.			X
16	Know political, social, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		X	
17	Be equipped with the ability to lead educational organizations.			X
18	Comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics, to make interdisciplinary studies and improve their knowledge and skills.		X	

1:None. 2:Partially contribution. 3: Completely contribution.

Instructor(s):

Signature:

Date:





ESOGÜ Primary Education Department  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 541301003 | COURSE NAME | Curriculum Development in Primary Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR

COURSE CATAGORY

Basic Science	Educational Science	Primary School Teaching	Social Science
		X	

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

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 EDUATION

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

OTHER REFERENCES

1. Demirel, Ö. (2003). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Ankara: PegemA Yayıncılık.
2. Erden, A. M. (1995). Eğitimde Program Değerlendirme. Ankara: Pegem Yayıncılık.
3. Ertürk, S. (1997). Eğitimde Program Geliştirme. Ankara: METEKSAN.
4. Kısakürek, M. A. (1983). Eğitim Programlarının Hazırlanması ve Geliştirilmesi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 16/1, 217-244.
5. Küçükahmet, L. (2003). Öğretimde Planlama ve Değerlendirme. Ankara: Nobel Yayın Dağıtım.
6. Oliva P. F. (1988). Developing the Curriculum. USA: Scott, Foresman and Company.
7. Sönmez, V. (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık.
8. Varış, F. (1996). Eğitimde Program Geliştirme. Ankara: Alkım Kitapçılık Yayıncılık.

	9. Wulf, K. M. & Schave, B. (1984) Curriculum Design, A Handbook for Educators. USA: Foresman and Company.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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	
9	Education program development applications
10	Curriculum development in elementary education
11	Program evaluation in elementary education
12	Program development activities in Turkey
13	Constructivism and program development
14	Elementary education problems encountered in implementation of programs
15-16	

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
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)	X		
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)		X	
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)	X		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)		X	
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.		X	
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)		X	
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)			X
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)			X
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)		X	
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)		X	
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)			X
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)		X	
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)			X

1:None. 2:Partially contribution. 3: Completely contribution.

**Instructor(s)**

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541301901	COURSE NAME	Special Topics
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Fall /Spring	3	0	0	0	5	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 50		% 50

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	50

PREREQUISITE(S)

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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

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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.

REFERENCES

Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi.  
Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık.  
Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık.  
Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık.  
Marshall, C. ve Rossman G. (1989). Designing qualitative 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.

<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

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

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
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)			X
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)		x	
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)	X		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)	X		
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.	X		
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)	X		
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)	X		
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)	X		
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)	X		
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)	X		
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)	X		
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)	X		
13	<u>Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)</u>	x		

1:None. 2:Partially contribution. 3: Completely contribution.

**Instructor(s):** All instructors

**Signature:**

**Date:**



ESOGÜ Primary Education Department  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 541301012 | COURSE NAME | Science Education in Primary Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project		
	Report		
	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 constructivism. Examining problems in science education arising from students, teachers, teaching-learning process and the sturcture of Turkish Education system, discussing alternative solutions in the light of recent trends in science education.
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COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES	End of this course students will be able to; 1. Knowing historical development process of science teaching 2. Understanding nature of science 3. Understanding relationship between 21. century skills and nature of science 3. Being able to analyse basic futures of nature of science 4. Knowing fundamental basis of constructivism 5. Understanding futures of constructivist learning environments 6. Being able to analyse constructivist methods and strategies 8. Being able to suggest solutions to the problems of science education
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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) "Yapılandırıcılık" Ed. Özcan Demirel <i>Eğitimde Yeni Yönelimler</i> , Ankara: PegemA Yayıncılık. Victor, E. ve Kellough, R. D. (1997) <i>Science for the elementary and middle schools</i> , USA: Prentice Hall.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Projector, computer,

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	General knowledge about course and literature review
2	Historical development of science education
3	Description and functions of scientific literacy
4	Preparing activities for features of nature of science
5	Fundamentals of constructivism
6	Principles of constructivist science teaching-learning process
7-8	<b>MID-TERM EXAM</b>
9	Analyzing of constructivist methods and techniques
10	Preparing activities for constructivist teaching
11	Preparing activities for constructivist teaching
12	Analyzing problems of science teaching
13	Analyzing problems of science teaching
14	Solving problems based on new trends in science education
15-16	<b>FINAL EXAM</b>

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
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)	X		
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)		X	
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)	X		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)		X	
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.		X	
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)		X	
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)			X
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)			X
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)		X	
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)		X	
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)			X
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)		X	
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)			X

1:None. 2:Partially contribution. 3: Completely contribution.

**Instructor(s):**

**Signature:**

**Date:**



ESOGÜ Primary Education Department  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 541301013 | COURSE NAME | Rural Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR

COURSE CATAGORY

Basic Science	Educational Science	Primary School Teaching	Social Science
	X		

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

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 EDUATION

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

OTHER REFERENCES

TÜRKDOĞAN, O. (2006) *Türkiye'de Köy Sosyolojisi*, İstanbul: Kültür Sanat Yayıncılık.  
ŞEREN, M. (2008) *Köye Öğretmen Yetiştirme Yönüyle Köy Enstitüleri*, Gazi Eğitim Fakültesi Dergisi, 28/1, 203-226.  
BABACAN, R. (2006) *Mesudiye ve Ayrancı Köylerinde Eğitim Çevre İlişkileri*, Afyon Kocatepe Üniversitesi, Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi.  
Dağdeviren, İ. (2009). *köyde Görev Yapan Sınıf Öğretmenlerinin Eğitim-Öğretim Sürecinde Karşılaştıkları Sorunlar (Sivas İli Örneği)*. Cumhuriyet Üniversitesi Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi.

TOOLS AND EQUIPMENTS REQUIRED

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	
9	Rural education in turkey
10	Rural education in other countries (U.S., China, India, Australia and so on.)
11	Courses in rural areas (mathematics education in rural areas and so on)
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
15-16	

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.			x
2	Understand the relationship between theory and practice concerning the training of classroom teaching.		x	
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.)	x		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods.	x		
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.	x		
6	Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them.	x		
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning.	x		
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning.	x		
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.	x		
10	Share the information about the field of classroom teaching at national/international level effectively in the written and oral form.	x		
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them.	x		
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies.	x		
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country.	x		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s)

Signature:

Date:





ESOGÜ EDUCATIONAL SCIENCE  
COURSE INFORMATION FORM

SEMESTER Fall

COURSE CODE 541301014 COURSE NAME Skills in Primary Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
COURSE CATAGORY							
Basic Science	Educational Science		Mechanical Engineering Profession [if it contains considerable design, mark with (√)]			Social Science	
	X						
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	1st Mid-Term						
	2nd Mid-Term						
	Quiz						
	Homework		1		40		
	Project						
	Report						
Others (.....)							
FINAL EXAM				1		60	
PREREQUIEITE(S)		None					
COURSE DESCRIPTION		The purpose of the lesson is gaining students skill education principles.					
COURSE OBJECTIVES		Critical thinking skill, creative thinking skill, communicating skill, researching-questioning skill, problem solving skill and using information and communication technologies skills.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		The purpose of the lesson is gaining students skill education principles.					
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 EQUIPMENTS REQUIRED		Computer					

COURSE SYLLABUS	
WEEK	TOPICS
1	Introducing
2	Basic terms
3	Basic terms II
4	Critical thinking skill
5	Creative thinking skill,
6	Mid-Term Exam Week
7	Mid-Term Exam Week
8	Communicating skill,
9	Researching-questioning skill
10	Problem solving skill
11	Using information communication skills.
12	Using information technologies skills
13	Asking questioning skill.
14	Applying
15-16	Final Exam

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)	X		
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)		X	
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)	X		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)		X	
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.		X	
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)		X	
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)			X
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)			X
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)		X	
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)		X	
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)			X
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)		X	
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)			X
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):**

**Signature:**

**Date:**



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	541302001	COURSE NAME	Education Statistics II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Master degree [if it contains considerable design, mark with (√)]	Social Science
X		(√)	

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		
	Quiz		
	Homework	1	40
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)

None

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

Öğrencilerin, eğitimde ele alınan değişkenlere ilişkin tanımlayıcı istatistikleri hesaplayabilmeleri, hipotez testlerini kullanarak değişkenler arasındaki ilişkileri inceleyebilmeleri ve yorumlayabilmeleri amaçlanmaktadır.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

At the end of the course, the students will be able to:  
1.comprehend main knowledge related statistic terms (population, sample, parameter, statistic, variable, variables types, measurement, scale, scales types, distribution),  
2.understand sampling methods,  
3.know theoretical distributions (normal and binomial distributions),  
4.recognize central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient),  
5.comprehend correlation and regression analysis,  
6.know hypothetical tests (parametric and nonparametric tests, univariate statistics).

TEXTBOOK

1. Alpar, R. (2001). Spor Bilimlerinde Uygulamalı İstatistik. Nobel Yayınları, Ankara.  
2. Arıcı, H. (2005). İstatistiksel Yöntemler. Meteksan, Ankara.

OTHER REFERENCES

3. Baykul, Y. (1997). İstatistik, Metodlar ve Uygulamalar. Anı Yayıncılık, Ankara.  
4. Büyüköztürk, Ş. (2007). Sosyal Bilimler İçin Veri Analizi El Kitabı. 8. Baskı, Pegem A Yayınları, Ankara.  
5. Hovardaoğlu, S. (1994). Davranış Bilimleri İçin İstatistik. Hatipoğlu Yayınları, Ankara.  
6. Karasar, N. (2000). Bilimsel Araştırma Yöntemi: Kavramlar, İlkeler, Teknikler. 10. Baskı, Nobel Yayınları, Ankara.  
7. Özdamar, K. (1999). Paket Programlar ile İstatistiksel Veri Analizi. Kaan Kitabevi, Eskişehir.

	8. Siegel, S. (1977). Davranış Bilimleri İçin Parametrik Olmayan İstatistikler. Çeviren: Yurdal Topsever, A.Ü. Dil ve Tarih Coğrafya Fakültesi Yayınları, Ankara. 9. Tatlıdil, H. (1992). Uygulamalı Çok Değişkenli İstatistiksel Analiz. Ankara.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Meeting and introducing
2	Basic concept related to statistics (population, sample, parameter, statistic, variable, variables types, measurement, scale, scales types, distribution)
3	Sampling methods
4	Theoretical distributions (normal and binomial distributions)
5	Central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient)
6	Central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient)
7-8	MID-TERM EXAM
9	Correlation analysis
10	Regression analysis
11	Hypothetical tests (parametric and nonparametric tests, univariate statistics).
12	Descriptive statistical calculations
13	Descriptive statistical calculations
14	Evaluation
15-16	FINAL EXAM

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
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)	X		
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)		X	
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)	X		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)		X	
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.		X	
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)		X	
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)			X
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)			X
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)		X	
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)		X	
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)			X
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)		X	
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)			X

1:None. 2:Partially contribution. 3: Completely contribution.

**Instructor(s):**

**Signature:**

**Date:**



ESOGÜ Department of Educational Sciences  
Course Information Form

SEMESTER Spring

COURSE CODE 541302002 COURSE NAME Seminar

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
Spring	0	3	0	0	10	COMPULSORY ( X ) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√) ]			Social Science	
	% 75					% 25	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity		%		
	Article review						
	Research assignment		1		30		
	Project		1		30		
	Final Exam		1		40		
	Report						
Others (.....)							
FINAL EXAM							
PREREQUIEITE(S)							
COURSE DESCRIPTION	In this course, students prepare a study with responsible instructor for the course using the scientific method on a problem, and share work in the classroom.						
COURSE OBJECTIVES	The main aim of the course is to gain skills like as accessing scientific data, using data, making an assessment and preparing a presentation before they pass thesis stage.						
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	-						
COURSE OUTCOMES	By the end of this course students will be able to: 1. notice a problem in the relevant field. 2. effectively use the scientific process. 3. develop alternative solutions about this problem. 4. write a scientific report. 5. effectively present their resarch reports .						
TEXTBOOK	APA (2009). <i>Amerikan psikoloji derneği yayım kılavuzu</i> . İstanbul: Kaknüs Yayınları.						
OTHER REFERENCES	Türkiye Bilimler Akademisi (2002). <i>Bilimsel arařtırmada etik ve sorunları</i> . Ankara: TUBA						
TOOLS AND EQUIPMENTS REQUIRED	Computer						

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

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)			x
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)		x	
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)	x		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)	x		
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.	x		
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)	x		
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)	x		
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)	x		
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)	x		
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)	x		
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)	x		
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)	x		
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)	x		
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):** All instructors

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | 2012-2013

COURSE CODE	541302702	COURSE NAME	Master Thesis
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	0	1	0	0	25	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 75		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	50

PREREQUISITE(S)

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COURSE DESCRIPTION

The content of the course is as follows: defining a problem statement and research topic related to the thesis, exposing the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developing a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study.

COURSE OBJECTIVES

Taking the lead for master student, ensuring students to acquire knowledge, skills and attitude

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

-

COURSE OUTCOMES

By the end of this module students will be able to:  
1. Choose a problem statement and define it within the context of theoretical and / or social affects,  
2. Understand the relationship between research topic and the research problem,  
3. Understand and explain the importance and purpose of the study,  
4. Choose one of the suitable methods devoted to the research problem and search the literature,  
5. Develop an initial draft plan within the context of thesis proposal, devoted to estimated general situation of the study.

REFERENCES

Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi.  
Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık.  
Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık.  
Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık.  
Marshall, C. ve Rossman G. (1989). Designing qualitative research. London: Sage Publications.

OTHER REFERENCES

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.

TOOLS AND EQUIPMENTS REQUIRED

Coursebook

**COURSE SYLLABUS**

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

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

**Instructor(s):** All instructors

**Signature:**

**Date:**





ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	COURSE NAME	Values in Primary Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Master degree [if it contains considerable design, mark with (√)]	Social Science
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ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)

COURSE DESCRIPTION

The main topics context of this lesson are values education, basic concepts of character education, importance of value education, background of value education, philosophical and psychological 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 approaches 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 EDUATION

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  
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 pres 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
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Value education perspective of development
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	Rolaes in value education (family, teacher..)
7-8	MID-TERM EXAM
9	Value education in schools
10	Value education out of the schools
11	
12	
13	
14	
15-16	FINAL EXAM

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
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)	X		
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)		X	
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)	X		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)		X	
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.		X	
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)		X	
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)			X
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)			X
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)		X	
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)		X	
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)			X
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)		X	
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)			X

1:None. 2:Partially contribution. 3: Completely contribution.

Instructor(s):  
Signature:

Date:



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	541302013	COURSE NAME	Theoretical Foundations of Literacy
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATEGORIES			
Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	15	85	

ASSESSMENT CRITERIA			
MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		
	Quiz		
	Homework	1	40
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUISITE(S)	No
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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.
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COURSE OBJECTIVES	To know in depth the concepts of reading and writing. To know the theory and models of reading and writing.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	
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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.
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TEXTBOOK	
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OTHER REFERENCES	<p>Calkins, L. M. (1994). <i>The art of teaching writing</i>. Portsmouth, NH: Heinemann.</p> <p>Flower, Linda S. ve Hayes, John R. (1981). <i>A cognitive process theory of writing</i>. <i>College Composition and Communication</i>, 32, s.365-387.</p> <p>Güneş, F. (2009). Türkçe öğretiminde günümüz gelişmeleri ve yapılandırıcı yaklaşım. <i>Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi</i>, 6, 11, 1-21.</p> <p>Güneş, F. (2007). <i>Türkçe öğretimi ve zihinsel yapılandırma</i>. Ankara: Nobel Yayıncılık.</p> <p>Kamil, M.L., Mosenthal, P.B., Pearson, P.D., &amp; Barr, R. (Eds.). (2000). <i>Handbook of reading research: Volume III</i>. Mahwah, NJ: Erlbaum.</p> <p>Karatay, H. (2011). "Süreç temelli yazma modelleri: planlı yazma ve değerlendirme" <i>Yazma eğitimi</i>. (Ed.Murat Özbay) Ankara: Pegem Yayıncılık, s.21-40.</p> <p>Kırkıç, A. ve Akyol, H. (2009). <i>İlköğretimde Türkçe öğretimi</i>. Ankara: Pegem Akademi.</p> <p>Raimes, A. (1983). <i>Techniques in teaching writing</i>. Oxford: Oxford University Press.</p>
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TOOLS AND EQUIPMENTS REQUIRED	
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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	Related researches
7-8	MID-TERM EXAM
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 researches
15-16	FINAL EXAM

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.			x
2	Understand the relationship between theory and practice concerning the training of classroom teaching.		x	
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.)	x		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods.	x		
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.	x		
6	Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them.	x		
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning.	x		
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning.	x		
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.	x		
10	Share the information about the field of classroom teaching at national/international level effectively in the written and oral form.	x		
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them.	x		
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies.	x		
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country.	x		
1:None. 2:Partially contribution. 3: Completely contribution.				

**Instructor(s):**

**Signature:**

**Date:**



ESOGÜ Education Science Institute  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	541302014	COURSE NAME	Theories of Language Teaching
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATEGORIES

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge ( ) Content Knowledge ( X )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term	1	30
2nd Mid-Term	-	-	
Quiz	-	-	
Homework	1	30	
Project	-	-	
Report	-	-	
Others (.....)	-	-	
FINAL EXAM		1	40

PREREQUISITE(S)

None

COURSE DESCRIPTION

Theories of language acquisition. Constructive linguistic  
Functionality linguistic; Prag School  
Cyclic producer linguistic attainments; Naom Chomsky.  
Semiology; Ferdinand De Saussure.  
Morphology; figurative language, metaphors.

COURSE OBJECTIVES

- Explain general characteristics of language teaching theories.
- Explain general characteristic of functionality linguistic.
- Explain general characteristic of cyclic producer linguistic attainments; Naom Chomsky.
- Explain general characteristic of semiology; Ferdinand De Saussure.
- Explain general characteristic of morphology; figurative language, metaphors.
- Considering language acquisition theories be able to prepare patterns of language teaching.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Students know processes of language acquisition. And with this knowledge are able to design learning and teaching processes in mother tongue instruction. And also, be able to design measurement and evaluate of this processes.

COURSE OUTCOMES

- knows the language acquisition processes.
- explains the problems in mother tongue teaching based on language acquisition processes
- able to design learning and teaching processes in mother tongue instruction based on language acquisition processes.
- able to design measurement and evaluation processes in language teaching based on language acquisition processes.

TEXTBOOK

Kıran, Z. ve Kıran A. (2006) Dilbilime giriş. Ankara: Seçkin Yayınları.

OTHER REFERENCES

Aksan D.(1998). Her yönüyle dil, ana çizgileriyle dilbilim. Ankara: TDK Yayınları.  
Bilgin, M. (2006). Anlamdan anlatıma Türkçemiz. Ankara: Anı Yayıncılık.  
Guiraud, P. (1994). Göstergibilim. Mehmet Y. (Çev.). Ankara: İmge Kitabevi.  
Marshall, J. (1994) Anadili ve yazın öğretimi. Cahit Külebi(Çev.) Ankara: Başak Yayınları.  
Rifat, M. (1983). Dilbilim ve göstergibilim kluramları. İstanbul: Acar

	Matbaacılık. Saussure, F. (1998). Genel dilbilim dersleri. Vardar, B. (Çev.). İstanbul: Multilingual Yayınları. Toklu, o. (2003). Dilbilime giriş. Ankara: Akçağ Yayınları. Uğur, N. Anlambilim. İstanbul: Doruk Yayımcılık Vardar, B. (1998). Açıklamalı dilbilim terimleri sözlüğü. İstanbul: ABC Kitabevi. Vardar, B. (1998). Dilbilim temel kavram ve ilkeleri. İstanbul: Multilingual Yayınları.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Textbook and other references.

Course syllabus	
Week	Topics
1	Introduction of the course.
2	Semiology, Ferdinand De Saussure.
3	Semiology, Ch. S. Peirce.
4	Semiologic analyze.
5	Constructive linguistic
6	Constructive linguistic; figure, meaning.
7	Mid-Term Exam Week
8	Mid-Term Exam Week
9	Functionality linguistic; Prag School
10	Cyclic producer linguistic attainments; Naom Chomsky.
11	Morphology; figurative language.
12	Metaphors.
13	Patterns of mother tongue teaching- learning process.
14	Measurement and evaluation processes of mother tongue teaching.
15,16	Final Exam Week

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			X
2	Understand the relationship between theory and practice concerning the training of classroom teaching.	X		
3	Carry out the process of scientific research related to the field of classroom teaching independently.		X	
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods.		X	
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.			X
6	Participate effectively in the scientific and professional activities related to the field of classroom teaching or lead them.			X
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning.		X	
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning.		X	
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.			X
10	Share the information about the field of classroom teaching at national/international level effectively in the written and oral form.			X
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them.		X	
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies.		X	
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country.			X

1: None. 2: Partially contribution. 3: Completely contribution.

Instructor(s):

Signature:

Date:



ESOGÜ Educational Science  
Course Information Form

SEMESTER Spring

COURSE CODE	541302005	COURSE NAME	Measurement and Evaluation in Primary Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science	Mechanical Engineering Profession [if it contains considerable design, mark with (√)]				Social Science	
	X						
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity	%			
	1st Mid-Term						
	2nd Mid-Term						
	Quiz						
	Homework		1	40			
	Project						
	Report						
Others (.....)							
FINAL EXAM			1	60			
PREREQUIEITE(S)	None						
COURSE DESCRIPTION	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 EDUATION							
COURSE OUTCOMES	Knows the purpose of use of psychometric instruments, develops a proper psychometric instrument.						
TEXTBOOK	<i>Halil Tekin, Eğitimde Ölçme ve Değerlendirme, Yargı Yayınevi.</i>						
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 EQUIPMENTS REQUIRED	Computer						

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	Preparing review forms.
7	Preparing self-assessment forms.
8	Preparing peer-assessment forms
9	Portfolio assessment.
10	Developing control lists.
11	Developing gradation scales.
12	Developing rubrics.
13	Other psychometric techniques.
14	Administrating the psychometric instruments, and interpretation the results.
15-16	Final Exam

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)	X		
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)		X	
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)	X		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)		X	
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.		X	
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)		X	
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)			X
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)			X
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)		X	
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)		X	
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)			X
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)		X	
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)			X

1:None. 2:Partially contribution. 3: Completely contribution.

Instructor(s):

Signature:

Date:





ESOGÜ Educational Science  
Course Information Form

SEMESTER Spring

COURSE CODE 541302015 COURSE NAME Values in Primary Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term		
	Quiz		
	Homework	1	40
	Project		
	Report		
	Others ( )		
FINAL EXAM	1		60

PREREQUIEITE(S)

COURSE DESCRIPTION

The main topics context of this lesson are values education, basic concepts of character education, importance of value education, background of value education, philosophical and psychological 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 approaches 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.Learning the background of value education
5. Realize the importance of family and teacher.
6. Following the developments about value education.

TEXTBOOK

Kaymakcan, R., Kenan, S., Hökeleki,H., Arslan, Ş. ve Zengin, M. (Eds.). (2007). Değerler ve Eğitimi. İstanbul: dem yayınları.

OTHER REFERENCES

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  
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 pres  
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: Routle
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

COURSE SYLLABUS	
WEEK	TOPICS
1	Concepts of value
2	Domains of value philosophic and psychological
3	Domains of value sociological
4	Values and education
5	Values education
6	Values education
7-8	Mid exam
9	Role of parents in values education
10	Function of school in values education
11	Values education in different education establishments.
12	Values education and applying in primary education
13	Values education and applying in Turkey
14	Values education and applying in others countries.
15-16	

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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



ESOGÜ Educational Science  
Course Information Form

SEMESTER Spring

COURSE CODE	541302016	COURSE NAME	Development and Learning Theories in Childhood
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATEGORIES</b>							
Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course				
			General Knowledge ( X ) Content Knowledge ( )				
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	Evaluation Type		Quantity	%			
	1st Mid-Term		1				
	2nd Mid-Term		-	-			
	Quiz		-	-			
	Homework		1				
	Project		-	-			
	Report		-	-			
	Others (.....)		-	-			
<b>FINAL EXAM</b>			1				
<b>PREREQUISITE(S)</b>							
<b>COURSE DESCRIPTION</b>			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.				
<b>COURSE OBJECTIVES</b>			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.				
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION</b>			Students will be able to support children's development and learning in working life and will be detect deviations from normal.				
<b>COURSE OUTCOMES</b>			<b>At the end of this course students;</b> 1. will have knowledge about development 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 detect development and learning deviations from normal.				
<b>TEXTBOOK</b>			Mooney, C.G.( 2014). Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky. USA: Redleaf publication.				
<b>OTHER REFERENCES</b>			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				
<b>TOOLS AND EQUIPMENTS REQUIRED</b>			Projection				

Course syllabus	
Week	Topics
1	Concepts of Development, Learning, Theory Basic Characteristics of Modern Child Development Theories
2	Basis of Development and Learning Theories and Theorists: Jean Jegues Rousseau, Friedrich Wilhelm.Froebel, Maria Montessori, Johann Heinrich Pestalozzi, John Locke
3	Cognitive Development Theory and Theorist: Jean Piaget, LS Vygotsky, Howard Gardner, Jerome Bruner, Information Processing Theory
4	Psychosexual Development Theory and Theorist: Sigmund Freud, Alfred Adler, Carl Gustav Jung, Harry Stack Sullivan
5	Social and Emotional Development Theory and theorist Eric Erikson Stanley Hall, John Bowlby and Mary Ainsworth, DW Winnicott, Differentiation / Merger Theory (M. Mahler).
6	Moral Development Theory and Theorists: Lawrence Kohlberg, Carol Gilligan, Jean Piaget, J. Dewey
7	Language Development Theory and theorists: Noam Chomsky- Jean Piaget, LS Vygotsky, B. F. Skinner
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Ecological Approach (Urie Bronfenbrenner); Sexual Development and Theory
11	Social Learning Theory and Theorist Albert Bandura
12	Learning Theory and Theorist: Ivan Pavlov, John Broadus Watson, Thorndike.
13	Learning Theory and Theorist: B. F. Skinner, David Ausubel-, Benjamin Bloom
14	Activities for Supported Development and Learning
15,16	Final Exam Week

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)	X		
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)	X		
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)		X	
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitative and qualitative research methods. (Skill)		X	
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.	X		
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)	X		
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)	X		
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)		X	
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)		X	
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)	X		
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)		X	
12	Apply the knowledge, skills and problem-solving skills in the field of classroom teaching in interdisciplinary studies. (domain-specific competence)	X		
13	<u>Evaluate the current developments in the field of classroom teaching in accordance with national values and realities of the country. (domain-specific competence)</u>	X		

1: None. 2: Partially contribution. 3: Completely contribution.

Instructor(s): Assoc. Prof. Dr. Esra DERELİ İMAN  
Signature

Date:



<b>COURSE CODE</b>	541302017	<b>COURSE NAME</b>	Action Research in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Professional Knowledge		Content Knowledge		General Culture Knowledge		Elective Course	
						General Knowledge( X ) Content Knowledge ( )	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>		<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>	
		1st Mid-Term		1			
		2nd Mid-Term		-		-	
		Quiz		-		-	
		Homework		1			
		Project		-		-	
		Report		-		-	
		Others (.....)		-		-	
<b>FINAL EXAM</b>				1			
<b>PREREQUISITE(S)</b>		Scientific Research Methods Course					
<b>COURSE DESCRIPTION</b>		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.					
<b>COURSE OBJECTIVES</b>		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.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION</b>		Students will be able to manage and conduct an action plan about school problems related with their specilization area.					
<b>COURSE OUTCOMES</b>		<b>At the end of this course students;</b> <ol style="list-style-type: none"> <li>1. will have knowledge about research methods,</li> <li>2. will increase their competencies about qualitative research methods,</li> <li>3. will be describe an action research process</li> <li>4. will be able to conduct an action research plan</li> <li>5. will be analyse an action reseach data</li> <li>6. will write a report about action reseach project.</li> </ol>					
<b>TEXTBOOK</b>		Johnson, A. P. (2005). A short guide to action research, Boston: Pearson Publishing					
<b>OTHER REFERENCES</b>		Baumfield, V., Hall, E. & Wall, K. (2008). Action research in the classroom, California: Sage publication. Stringer, E. T. (2007). Action research, California: Sage publication.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		Projection,					

Course syllabus	
Week	Topics
1	Introduction to qualitative reseach methods
2	Giving general information about action research, explaining its features and implication areas
3	Looking to action reseach process: defining an area, literature review
4	Developing an action plan
5	Giving information about data collection techniques
6	Conducting an action research plan and data colecetion
7	Conducting an action research plan and data colecetion
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Data analysing
11	Data analysing
12	Developing an action plan
13	Presenting and discussing results
14	Reflecting the process
15,16	Final Exam Week

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)			X
2	Understand the relationship between theory and practice concerning the training of classroom teaching. (Information)		X	
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)	X		
4	Develop solutions to the problems related to the field of classroom teaching by using the quantitive and qualitative research methods. (Skill)	X		
5	Construct a problem related to the field of classroom teaching independently, develop and apply the solutions, evaluate the results.	X		
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)	X		
7	Evaluate the information about the field of classroom teaching from a critical perspective and guide learning. (learning competence)	X		
8	Carry out the practices in the field of classroom teaching with a sense of lifelong learning. (learning competence)	X		
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)	X		
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)	X		
11	Evaluate the strategies, policies, practices developed in the field of classroom teaching and results obtained from them. (communication and social competence)	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assoc. Prof. Dr. Şengül S. ANAGÜN  
Signature

Date: 20.01.2015