Curriculum and Instruction (Master program with thesis and non-thesis)

1. General Information

Department of Curriculum and Instruction has been founded in 2008-2009 academic years and students were accepted for thesis and non-thesis master's levels programs. In 2011-2012 academic years PhD degree program has also been launched and the instruction has begun. The goal of the Department of Curriculum and Instruction is to educate experts and assistant experts to work at schools, at training departments of the ministries and institutions, and at the Board of Instruction and Education. Three different kind of graduate education are offered by the Department of Curriculum and Instruction, namely thesis and non-thesis master's levels programs and PhD degree program.

2. Programs

Non-Thesis Master Degree in Curriculum and Instruction

Master Degree in Curriculum and Instruction

3. Degree Obtained

Students who successfully complete the program of Department of Curriculum and Instruction get non-thesis master's level diploma, those who complete thesis master's level program get thesis master's level diploma whereas those who complete PhD program get Curriculum and Instruction PhD diploma.

4. Level of Qualification

- Non-Thesis Master Degree in Curriculum and Instruction: Master Degree
- Master Degree in Curriculum and Instruction: Master Degree

5. Terms of Admission and Registration

In order to apply to thesis master's degree program of Department of Curriculum and Instruction, candidates should have minimum 55 points at ALES and 40 points at ÜDS. Applicants should be graduated from an Education Faculty or they should be able to document doing teaching for at least 2 years.

In order to apply to non-thesis master's degree program of Department of Curriculum and Instruction, candidates should have minimum 55 points at ALES and they should be graduated from 4 years long undergraduate programs of an Education Faculty.

6. 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.

7. Qualification Requirements and Regulations.

a. Non-Thesis Master Degree in Curriculum and Instruction

Non-thesis master degree in curriculum and instruction consists of minimum 10 (ten) courses, which should fill at least 30 credits and term project. Term project course is non-credit and it is assessed as success or failure.

b. Master Degree in Curriculum and Instruction

Thesis master's degree program of Curriculum and Instruction consists of minimum 9 (nine) courses, which should fill at least 27 credits, a seminar course and thesis. Seminar course and thesis are non-credit and they are assessed as success or failure.

8. Program Profile (Goal)

The goal of the Department of Curriculum and Instruction is to educate experts and assistant experts to work at schools, at training departments of the ministries and institutions, and at the Board of Instruction and Education. In addition, it aims to raise researcher academicians to Educational Sciences field, provide human resource specialized on the design, application and assessment stages of the curriculums, educated to make the best use of educational methods and techniques.

9. Program Competencies (Learning Outcomes)

- 1. Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education
- 2. Analyze and discuss curriculum development process thoroughly
- 3. Explain the teaching and learning process based on various teaching-learning theories
- 4. Comparatively examine and evaluate the teacher training systems of turkey and various countries
- 5. Conduct a proper program evaluation study in pursuant of program evaluation process
- 6. Analyze needs and develop a draft program based on the needs analyzed.
- 7. Apply the knowledge learnt in the field to solve current educational problems
- 8. Apply the theoretical knowledge of the field to develop the activities in various fields.
- 9. Identify and disclosure the current problems in the field of curriculum and instruction
- 10. Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques
- 11. Apply quantitative and qualitative research methods properly and correctly
- 12. Report the findings of researches in the field of curriculum and instruction.
- 13. Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.
- 14. Use at least one foreign languages properly and accurately
- 15. Have scientific and ethical values and conduct researches in parallel with ethical issues
- 16. Evaluate educational issues and problems critically and reflectively.
- 17. Properly apply information and communication technologies in the field
- 18. Communicate impressively

10. Graduates Employment Opportunities

Curriculum programmer and planner at schools

Specialists and assistant specialists at training departments of the ministries and institutions

Specialists and assistant specialists at the Board of Instruction and Education

Researcher academicians at the Educational Sciences field

At the institutions that need personnel who is specialized on the design, application and assessment of the curriculums

At the private institutions, for planning educational needs.

11. Jump to Top Degree Programs

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

12. Exams, Measurement and Evaluation

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

13. Graduation Requirements

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

14. Mode of Study (Full-time, e –learning)

Full time/Part-time

15. Address and Contact Information (Department/Program Chair, Assistants and Erasmus Coordinator)

Eskişehir Osmangazi University Institute of Education Sciences Faculty of Education , Meşelik Campus, 26480 Eskisehir/Turkey

Prof. Dr. M. Bahaddin ACAT (Head of Department) +90 222 239 3750-1647

16. Department/ Program Opportunities

Department of Curriculum and Instruction there is one professor, two associate professor, one assistant professor and five research assistant are on duty.

17. Academic Staff

Prof. Dr. M. Bahaddin ACAT

Assoc. Prof. Dr. Zühal ÇUBUKÇU

Assoc. Prof. Dr. Asım ARI

Asist. Prof. Dr. İsmail YÜKSEL

Res. Asis. Zeynep AKIN

Res. Asis. İsmail KAŞARCI

Res. Asis. Sümeyye SUBAY

Res. Asis. Aylin BAYAR

Res. Asis. Volkan BAYAR

18. Courses – ECTS Credits

	MASTER PROGRAM (NON-THESIS)				
Course Code	Course Name	ECTS	T+P+L	C/E	Language
	Fall Semester (I. Semester)				
541701001	Research Methods in Education I	10	3+0+3	С	Turkish
541701002	Social Theory and Education	10	3+0+3	Е	Turkish
541701003	Curriculum Development in Education	10	3+0+3	Е	Turkish
541701004	Values Education in Education	10	3+0+3	Е	Turkish
541701005	Education Statistics I	10	3+0+3	Е	Turkish
Total Credit		30	12		
	Spring Semester (II. Semester)				
541702001	Research Methods in Education II	10	3+0+3	Е	Turkish
541702002	Fundamentals of Learning and Teaching Process	10	3+0+3	Е	Turkish
541702003	Approaches in the Individualization of the Education	10	3+0+3	Е	Turkish
541702004	Approaches in Curriculum Evaluation in Education	10	3+0+3	Е	Turkish
541702005	Improving Teacher Quality	10	3+0+3	Е	Turkish
541702006	Current Issues in Language Curriculum and Teaching	10	3+0+3	Е	Turkish
541702007	Curriculum in Preschool Education	10	3+0+3	Е	Turkish
Total Credit		30	9		
	Fall Semester (III. Semester)				
541701006	Student-Centered Education	10	3+0+3	Е	Turkish
541701007	Thinking Skills Education	10	3+0+3	Е	Turkish
541701008	Turkish Education System	10	3+0+3	Е	Turkish
541701010	Instructional Leadership	10	3+0+3	Е	Turkish
Total Credit		30	9		
	Spring Semester (IV. Semester)				
541701009	Term Project	30	0+2+0	С	Turkish
Total Credit		30	0		



SEMESTER 2011-2012 Fall

COURSE CODE 541701001 COURSE NAME Research Methods in Education I

SEMESTER WEEKLY COURSE PERIOD						COURSE OF						
5	Theo		Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE				
SPRING	3	.,	0	0	3	10	COMPULSORY (X) ELECTIVE ()	Turkish				
0			•	CO	COURSE CATAGORY							
			Educational				chool Teaching					
Basic Scie	nce		Science				able design, mark with $()$	Social Science				
			%100	L'	ii it ooritairie	oonoidoi	able design, mark with (1)]					
			70 100	ASS	ESSMENT	CRITERI	Δ					
					aluation T		Quantity	%				
						урс	1	30				
			Mid-Ter Quiz	111		<u> </u>	- 00					
				Homewo			1	20				
	MID-TI	FRM			JIK		<u> </u>	20				
	WIID-11	- I XIVI		Project								
				Report								
				,	presentatio	,						
				discussi	y of the pre	sented						
	FINAL E	-V A B	1	uiscussi	OH)		1	50				
DI							l l	50				
Pi	REREQU	IEIIE	(5)	-	6.0.1		is to enable students to examine	1				
COURSE DESCRIPTION				correlati make lite evaluati	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.							
COU	IRSE OB	JEC	TIVES		The objective of this course is to gain ability for performing all aspects of quantitative research.							
			TO APPLY UATION									
COI	JRSE OI	JTCC	DMES	 to develop understandings about the role of research in science –especin knowledge management to gain knowledge about research processes and research methods to analyze research in knowledge management field and gaining evalual ability to think systematically for solving problems in knowledge management from an analytical methods to teach data collection, data analysis and evaluation techniques to gain knowledge in writing research proposal and preparing research re 								
		•	McMillan, J. H., & Schumacher, S. (2006). Research in education:									
	TEXTB	JUK			Evidence based inquiry. Boston, MA: Brown and Company.							
ОТН	IER REF	EREI	NCES	 Evidence based inquiry. Boston, MA: Brown and Company. Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. New York: Routledge. Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage. APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları. Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık. Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi. Sipahi, B., Yurtkoru, E. S., & Çinko, M. (2010). Sosyal bilimlerde 								

	 Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA
TOOLS AND EQUIPMENTS REQUIRED	

	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				
14	Course evaluation				
15-16	FINAL EXAM				

NO	PROGRAM OUTCOMES	3	2	1
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum			Х
ı	development in education			_ ^
2	Analyze and discuss curriculum development process thoroughly		Х	
3	Explain the teaching and learning process based on various teaching-learning theories			Х
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			Х
5	Conduct a proper program evaluation study in pursuant of program evaluation process		Х	
6	Analyze needs and develop a draft program based on the needs analyzed.		Х	
7	Apply the knowledge learnt in the field to solve current educational problems			Х
8	Apply the theoretical knowledge of the field to develop the activities in various fields.			Х
9	Identify and disclosure the current problems in the field of curriculum and instruction			Х
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques	Х		
11	Apply quantitative and qualitative research methods properly and correctly	Х		
12	Report the findings of researches in the field of curriculum and instruction.	Х		
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.		Х	
14	Use at least one foreign languages properly and accurately		Х	
15	Have scientific and ethical values and conduct researches in parallel with ethical issues	Х		
16	Evaluate educational issues and problems critically and reflectively.		Х	
17	Properly apply information and communication technologies in the field	Х		
18	Communicate impressively		Χ	
1 : Nor	ne. 2: Partially contribution. 3: Completely contribution.	•	•	

Instructor(s): Assoc. Prof. Dr. Engin Karadağ **Signature**:



SEMESTER Fall

COURSE CODE 541701002	COURSE NAME	Social Theory and Education
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SEMESTER	WE	EKL	Y COURSE PI	DURSE PERIOD COURSE OF							
	Theo			Labratory	Credit	TYPE	LANGUAGE				
	3		0	·- J	3	ECTS 10	COMPULSORY () ELECTIVE (X)	Turkish			
					COURSE CATAGORY						
Basic Scier	100	I	Educational			Scienc	ce Education	Social Science			
Basic Scien	ice		Science	[i	f it contains	consider	able design, mark with $()$]	Social Science			
			% 60					% 40			
		AS	SSESSMEN	IT CRITE	1						
			aluation Ty	ype	Quantity	%					
					eview						
	MID-TERM				h assignme	nt	1	30			
				Project			1	30			
				Final Ex	am		1	40			
				Report							
				Others ()						
	INAL EX		(0)								
PRE	REQUI	LITE	(8)	- -		1 5: "	1 0 11 0 1 11 11 1	0 1 0: "" "			
							osophy; Culture; Socialization & County of Crounce & Organizations				
COUR	SE DES	CRIP	TION				y Life and Groups & Organizations and Religion ; Education and Medi				
					and Postmo			one, oodal onange.			
0011005 00 15071/50						s to define major perspectives in the	e field of philosophy				
COUR	COURSE OBJECTIVES				and sociology.						
ADDITIVE OF COURSE TO APPLY											
PROFES	SIONAL	. EDI	JATION								
COURSE OUTCOMES				3 2 2 5 6 6 7 8 8 9 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	By the end of this module students will be able to: 1. Define major perspectives in the field of philosophy and sociology						
OTHER REFERENCES				Giddens, A. (2010). Sosyoloji. Ankara: A. Arslan, A. (2004). Felsefeye Giriş. Ankara: Vadi. Türkdoğan, O. (2002). Türk Toplum Yapısı (TTY). İstanbul: Çamlıca Yayınları. Wagner, P. (1996). Modernliğin Sosyolojisi. İstanbul: Sarmal. Classical Sociological Theory http://www.spc.uchicago.edu/ssr1/PRELIMS/theory.html The Dead Sociologists' Society http://www.runet.edu/ A Sociology Timeline from 1600 by Ed Stephen http://www.ac.wwu.edu/~stephan/timeline.html SocioRealm: Social Theory							

	http://www.digeratiweb.com/sociorealm/
TOOLS AND EQUIPMENTS REQUIRED	-

	COURSE SYLLABUS					
WEEK	TOPICS					
1	What is sociology?					
2	Global change					
3	Culture, socialization, and the individual					
4	Social interaction and everyday life					
5	Conformity, deviance, and crime					
6	The sociology of the body: Eating, illness, and aging					
7-8	MID -TERM					
9	Gender and sexuality; Stratification class and inequality					
10	Ethnicity and race; Life in modern organizations; Government and political power					
11	Work and economic life					
12	Religion; Education, popular culture and mass media					
13	Marriage and family; Urbanism and population					
14	Revolution and Social movements; Global problems					
15-16	FINAL EXAM					

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

Instructor(s): Prof. Dr. Selahattin TURAN Signature:



	COURSE CODE	541701003	COURSE NAME	Curriculum Development in Education
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SEMESTER	WFFKI	Y COURSE	PERION			COURSE OF			
OLINICOTEIX	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE		
Fall	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	TR		
	, ,		•	URSE CAT					
Basic Science		ucational Science		01102 0711	, , ook	•	Social Science		
			ASS	ESSMENT	CRITER	ΡΙΔ			
				uation Typ		Quantity	%		
			Mid-Term	aution Typ		1	30		
МІГ)-TERM		Quiz Homework	,		1	30		
WILL) I LIKIN		Project				- 00		
			Report						
			Others (1					
EIN A	AL EXAM		Others ()		1	40		
	QUIEITE(S)					<u> </u>	+∪		
PRERE	WOIEIIE(2)		Da-:-		٠ ا ا ا	rogram development, the basi			
COURSE	DESCRIPTI	ON	program develop, types of programs, Theoretical foundations of curriculum development, stages of program development; elements of program development and relationships between these elements; program development models; approaches to the design of training programs; program development process; program evaluation; new approaches to curriculum development in the world and in Turkey.						
COURSE	 Knowledge of the basic concepts of program development. Understanding the theoretical underpinnings of curriculum development. Comprehend the need to develop the program. Understanding the stages of the program development process. Knowledge of the elements of curriculum development. Knowledge of curriculum design and models. Analyze the process of program evaluation. Recognition the approaches are being taken to develop the program. Analyze the program development activities in the world and Turkey. 								
ADDITIVE OF C				,		•	j		
PROFESSIO	NAL EDUA	IIUN	417 "						
COURSE	 Knows the basic concepts of program development. Understand the theoretical underpinnings of curriculum development. Understands the need to develop the program. Understands the stages of the program development process. Knows the elements of curriculum development. Knows curriculum design and model Analyze the program assessment process. Recognizes the program development approaches Analyze program development activities in the world and in Turkey. 								
TEX	твоок		Olivia, P. F. (1988). Developing the Curriculum. Boston: Scott, Foresman and Company. Demirel, Ö. (2005). Öğretme Sanatı. Ankara: Pegem Yayıncılık. Taba, Hilda (1962). Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World. Tyler, R. W. (1973). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Pres.						
OTHER R	REFERENCI	ES	Doğan, H			ımadan Uygulamaya Öğretim. Ar de Program ve Öğretim Tasa			

	Erden, Münire (1998). Eğitimde Program Değerlendirme. Ankara: Anı Yayıncılık. Ertürk, Selahattin (1998). Eğitimde "Program" Geliştirme. Ankara: Meteksan. Erginer, E. (2008). Öğretimi Planlama, Uygulama ve Değerlendirme. Pegem A Yayıncılık: Ankara. Özçelik, Durmuş Ali (2010). Eğitim Programları ve Öğretim (genel öğretim yöntemleri). Pegem Akademi Yayıncılık. Sönmez, Veysel (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık. Varış, Fatma (1996). Eğitimde Program Geliştirme: "teori ve teknikler". Ankara: Alkım Kitapçılık Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS						
WEEK	TOPICS						
1	Basic concepts related to program development						
2	The basic requirement needed to develop the program						
3	Types of programs						
4	Theoretical foundations of curriculum development (Historical, Philosophical, Social, Economic Foundations)						
5	Stages of program development;						
6	The relations between the elements of curriculum development, and these items						
7-8							
9	The relations between the elements of curriculum development, and these items						
10	Models of curriculum development						
11	Training program design approaches						
12	The program development process						
13	Program evaluation						
14	New approaches to curriculum development in the world and in Turkey						
15-16							

NO	PROGRAM OUTCOMES	3	2	1
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education	Х		
2	Analyze and discuss curriculum development process thoroughly	Х		
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process		X	
6	Analyze needs and develop a draft program based on the needs analyzed.	Х		
7	Apply the knowledge learnt in the field to solve current educational problems	Х		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	Х		
9	Identify and disclosure the current problems in the field of curriculum and instruction			
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques			Х
11	Apply quantitative and qualitative research methods properly and correctly			Χ
12	Report the findings of researches in the field of curriculum and instruction.		Χ	
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.	Х		
14	Use at least one foreign languages properly and accurately		X	
15	Have scientific and ethical values and conduct researches in parallel with ethical issues	Х		
16	Evaluate educational issues and problems critically and reflectively.	Х		
17	Properly apply information and communication technologies in the field		X	
18	Communicate impressively	Х		
1: Nor	e. 2: Partially contribution. 3: Completely contribution.	•		

Instructor(s): Assoc. Prof. Dr. Zühal ÇUBUKÇU Signature:

Date:



COURSE CODE	541701004	COURSE NAME	Values Education in Education
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SEMESTER	SEMESTER WEEKLY COURSE PER					IOD COURSE OF					
OZ.IIIZO I Z.IX	Thec		Practice		ratory	Credit	ECTS	TYPE	LANGUAGE		
FALL	3	_	0		0	3	10	COMPULSORY () ELECTIVE (X)	TR		
					CC	COURSE CATAGORY					
Basic Scien	ce	Edı	ucational Sci	ence					Social Science		
					ASS	ESSMENT	CRITER	IA			
					Ev	aluation T	уре	Quantity	%		
						rm		1	30		
MID-TERM					Homew	ork		1	30		
					Report						
					Others	()					
	FINAL	EXA	M					1	40		
PR	EREQL	JIEIT	E(S)								
					In this o	ourse:					
					• C	Concepts re	lated to a	udit and assessment,			
					• T	he role of a	audit and a	assessment in the education pro	cess,		
COUR	RSE DE	SCR	IPTION			udit types,					
						ludit as a m					
								ement and performance assessn			
						/lultiple ass	essment a	approach and its useage in educ	ational supervision		
					•						
0011) IE	NTIVEO		Concepts related to audit and assessment, the role of audit and assessment in						
COU	RSE OF	SJEC	IIVES		the education process, audit types, audit as a managerial tool, performance measurement and performance assessment, Multiple Assessment Approach and						
					its useage in educational supervision						
ADDITIVE (OF CO	URSI	E TO APPLY		no accago in caacatorial caparitición						
			DUATION								
					To be explained the basic concepts related to audit and assessment in						
					education,						
					To be understood different approaches and models about audit and						
COU	RSE O	UTC	OMES		assessment,						
	_	•			To be discussed performance assessment models for educational in attributions.						
					institutions,To be implemented practices based on the models to be applied in						
					To be implemented practices based on the models to be applied in educational institutions						
					Kurnaz, N. ve Çetinolu, T. (2010). İç denetim, Kocaeli: Umuttepe Yayınları.						
					Pehlivanlı, D. (2010). Modern iç denetim, İstanbul: Beta Yayınevi.						
	TEVTE	יססי	V					sisteminde teftiş: kavramlar, ilkel			
	TEXTBOOK				Ankara: PegemA Yayıncılık.						
					Yörüker, S. ve Özeren, B. (2000). INTOSAI denetim standartlarına ilişkin Avrupa						
								Başkanlığı Araştırma İnceleme (
								performans ölçüm ve denetimi:			
								nkara: Milli Prodüktivite Merkezi `			
OT!!!	בם סכי	EDE	NCES					tim Bakanlığı Bakanlık müfettişle	erinin yetiştirilmesi ve		
OTH	ER REF	CKE	INCES					l: Milli Eğitim Bakanlığı. m ve raporlama, Ankara: Gazi K	itahevi		
					Öztürk, A. T. (2007). Türk kamu yönetiminde bireyden devlete yönetsel denetim süreci, Ankara: Platin Yayıncılık.						
TOOLS AND	EQUIP	MFN	TS REQUIRE	D	2 3 2 01, 7						
. JOLU AIID	_ << >	14	. J . L GUIILL								

	DERSİN HAFTALIK PLANI					
HAFTA	İŞLENEN KONULAR					
1	Gelişim açısından değerler eğitimi					
2	Gelişim açısından değerler eğitimi					
3	Kültürel temeller açısından değerler eğitimi					
4	Kültürel temeller açısından değerler eğitimi					
5	Geçmiş yaşantılar (ön öğrenmeler) açısından değerler eğitimi					
6	Yöntemsel açıdan değerler eğitimi					
7-8						
9	Değer sınıflaması açısından değerler eğitimi					
10	Değerler eğitiminde roller (Veli, öğretmen, öğrenci)					
11	Değerler eğitiminde roller (Veli, öğretmen, öğrenci)					
12	Okulda değerler eğitimi					
13	Okulda değerler eğitimi					
14	Okul dışında değerler eğitimi					
15-16						

NO	PROGRAM ÇIKTISI	3	2	1
1	Eğitimde program geliştirmenin felsefi, toplumsal, ekonomik, psikolojik, tarihsel temellerini açıklayabilecektir,		Х	
2	Program geliştirme sürecini tüm boyutlarıyla analiz edebilecek ve tartışabilecektir,			Χ
3	Çeşitli öğretme-öğrenme kuramlarına dayalı olarak öğrenme ve öğretmenin sürecini açıklayabilecektir,		X	
4	Türkiye ve çeşitli ülkelerin öğretmen yetiştirme sistemlerini karşılaştırmalı olarak inceleyebilecek ve değerlendirebilecektir,		Х	
5	Program değerlendirme süreçlerine uygun bir program değerlendirme çalışması yürütebilecektir,			Χ
6	Gereksinim belirleyebilecek ve gereksinime dayalı eğitim programı taslağı geliştirebilecektir,			X
7	Alanda edindiği bilgileri güncel eğitsel sorunların çözümünde kullanabilecektir,	Х		
8	Alanda edindiği kuramsal bilgileri farklı alanlardaki uygulamaların geliştirilmesinde kullanabilecektir,	X		
9	Eğitim programları ve öğretim alanı ile ilgili sorunları belirleyebilecek ve ortaya koyabilecektir,		Х	
10	Araştırmalarda nicel ve nitel araştırma yöntemlerini doğru ve uygun bir şekilde kullanabilecektir,			X
11	Alanı ile ilgili bilimsel araştırmalarda elde edilen verileri uygun istatistiksel yöntem ve tekniklerle çözümleyebilecek ve yorumlayabilecektir,			X
12	Eğitim programları ve öğretim alanı ile ilgili araştırma bulgularını raporlaştırabilecektir,		Χ	
13	Eğitim programları ve öğretim alanında yürüttüğü çalışmaları ilgili çevrelere sunabilecektir,		Χ	
14	En az bir yabancı dili doğu ve uygun bir biçimde kullanabilecektir,	Х		
15	Bilimsel ve etik değerlere sahip olma ve araştırmaları etik değerler doğrultusunda sürdürebilecektir,	Х		
16	Eğitsel sorunları yansıtıcı ve eleştirel bir bakış açısıyla değerlendirebilecektir,	Х		
17	Alanında bilgi ve iletişim teknolojilerini etkili bir biçimde kullanabilecektir,	Х		
18	Etkili iletişim kurabilecektir,	Х		
1:Hiç k	Katkısı Yok. 2:Kısmen Katkısı Var. 3:Tam Katkısı Var.			

Instructor(s): Prof. Dr. M. Bahaddin ACAT



SEMESTER	Fall	

COURSE CODE 541701005 COURSE NAME Education Statistics I

SEMESTER	W	EEKLY COURSE	PERIO	D			COURSE OF		
	Theory	/ Practice	Labr	atory	Credit	ECTS	TYPE	LANGUAGE	
FALL	3	0		0	3	10	COMPULSORY() ELECTIVE(X)	Turkish	
	•			COU	RSE CATA	GORY			
Basic Science Educational Science		[i			gineering Profession able design, mark with $()$]	Social Science			
Χ									
				ASSES	SSMENT C	RITERIA			
					aluation T	уре	Quantity	%	
				1st Mid	-Term				
				2nd Mic	d-Term				
	MID-T	EDM		Quiz					
	WIID-1	EKIVI		Homew	ork		1	40	
				Project					
				Report					
					()				
					1	60			
P	PREREQUIEITE(S)								
COURSE DESCRIPTION				Basic terms of statistics, universe, sample, types of variables, categorizing the variables, descriptive statistics, transforming the raw scores to standardized scores. Normality, z-distribution, statistical error, hypothesis tests and decision, one-sample t-test, ki-square test. Significancy test of mean differences (independent samples t-test, dependent samples t-test, one way analysis of variance (ANOVA), non-parametric tests), correlation and regression analysis.					
со	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.				
		URSE TO APPLY AL 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.					
ТЕХТВООК				Şener Büyüköztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık.					
		ERENCES							
TOOLS AN	D EQUIP	MENTS REQUIR	ED	Comp	uter.				

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	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum			Х
ı	development in education			^
2	Analyze and discuss curriculum development process thoroughly			X
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.			X
7	Apply the knowledge learnt in the field to solve current educational problems			X
8	Apply the theoretical knowledge of the field to develop the activities in various fields.			X
9	Identify and disclosure the current problems in the field of curriculum and instruction		X	
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques		X	
11	Apply quantitative and qualitative research methods properly and correctly		Χ	
12	Report the findings of researches in the field of curriculum and instruction.		Χ	
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.		Х	
14	Use at least one foreign languages properly and accurately		Х	
15	Have scientific and ethical values and conduct researches in parallel with ethical issues	Х		
16	Evaluate educational issues and problems critically and reflectively.		Χ	
17	Properly apply information and communication technologies in the field	Х		
18	Communicate impressively		Χ	
1 : Non	e. 2: Partially contribution. 3: Completely contribution.			

Instructor(s): Ümit ÇELEN Signature:



COURSE CODE	541702001	COURSE NAME	Research Methods in Education II

Practice 0		Credit 3 OURSE CA	10	TYPE COMPULSORY() ELECTIVE(X)	LANGUAGE		
0	CC	-		COMPULSORY () FLECTIVE (X)			
Educational Sc		OURSE CA		COMM CECCIAI () EEECIME (X)	TR		
Educational Sc	cience		IAGORY	(
					Social Science		
	ASS	ESSMENT	CRITER	IIA			
	Ev	aluation T	уре	Quantity	%		
			Mid-Term 1				
	Quiz						
RM	Homew	ork					
	Project			1	30		
	Report						
	Others	()					
FINAL EXAM				1	40		
EITE(S)							
COURSE DESCRIPTION			 Different qualitative research designs, Basic steps of qualitative research, Implementation of qualitative data analysis, Examination of a sample qualitative research topic, cover the content of this course. 				
COURSE OBJECTIVES			The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results.				
RSE TO APPLY	Y						
. EDUATION							
COURSE OUTCOMES			 Understand knowledge base in different qualitative research methods, Learn qualitative research designs, Comprehend basic steps of qualitative research, İnterpret qualitative data analysis, Use qualitative research methods in education effectively, Plan, design, interpret and report an independent qualitative research. 				
ТЕХТВООК			Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks.				
RENCES	An 2. Mil Qu 3. Yılı Yö	kara. es, M. B. & alitative Da dırım, A ve ntemleri. Aı	Huberma ata Analys Şimşek, nkara	sis. Sage: London. H. (1994). Sosyal Bilimlerde Nite	Sourcebook:		
F	RENCES	Ankara. 2. Miles, M. B. & Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London.					

COURSE SYLLABUS					
WEEK	TOPICS				
1	Basic concepts and fundamentals of qualitative research				
2	Quantitative Qualitative Comparison				
3	Types of qualitative research				
4	Types of qualitative research				
5	Sampling in qualitative research				
6	Qualitative data analysis				
7-8					
9	Qualitative data analysis				
10	Qualitative data analysis				
11	Qualitative data collection techniques				
12	Data encoding				
13	Validity, Reliability, Generalizability and Ethics				
14	Reporting				
15-16					

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

Instructor(s): Prof. Dr. M. Bahaddin ACAT



SEMESTER Fall/Spring

COURSE CODE 541702002 COURSE NAME Fundamentals of Learning and Teaching Process

SEMESTER	W	EEKLY COURSI	PERIC)D			COURSE OF		
	Theory	_		atory	Credit	ECTS	TYPE	LANGUAGE	
	3	0		-	3	10	COMPULSORY() ELECTIVE(X)	TR	
				COU	RSE CATA	GORY			
Basic Science Educational Science			ience		F	rimary S	chool Teaching	Social Science	
							Ocience		
<u> </u>				ASSES	SSMENT C	RITERIA			
			Ev	aluation T	уре	Quantity	%		
				Mid-Te			1	30	
				Quiz					
	MID-T	ERM		Homew	ork		1	30	
				Project					
				Report					
				Others	()				
	FINAL	EXAM					1	40	
P	REREQU	JIEITE(S)						<u> </u>	
		. ,		Learnin	g theories.	research	regarding learning and teaching	of school subjects.	
COL	JRSE DE	SCRIPTION					on of learning principles to the in		
				practices.					
		To know nature of learning theory, behavioural-associationist theories,							
CO	URSE OF	BJECTIVES		cognitive-organizational theories and to use learning theories teaching of					
				school subjects					
		JRSE TO APPLY	1	By the end of this course, the students will possess the required professional					
PROF	ESSIONA	AL EDUATION		skills for effective and efficient instruction.					
				To know hature of learning theory To know hature of secretarionist theories.					
CC	URSE O	UTCOMES		 To know behavioural-associationist theories To know cognitive-organizational theories 					
				3. 4.			eories teaching of school subject	e	
	TEXTE	ROOK		and the second s					
	ILAIL	JOOK		1 RİN	B∆SI∩ĞLI	I C (100	5) Făitim Psikolojisi (Dokuzuno	u Raskı) Δnkara	
				 BİNBAŞIOĞLU, C. (1995) Eğitim Psikolojisi (Dokuzuncu Baskı), Ankara. Bower, G. H. ve Hilgard, E. R. (1982) Theories of Learning. (Fifty edition). 					
OTHER REFERENCES		Englewood Cliffs: Prentice-Hall Inc.							
		3. ÇELEN, Nermin (1999) Öğrenme Psikolojisi, Ankara: İmge Kitapevi.							
		4. DEMİREL, Ö. (2004) Öğretimde Planlama ve Değerlendirme, Öğretme							
			Sanatı, Ankara: PegemA Yayıncılık.						
			5. Eggen, P ve Kauchak, D. (2001) Educational Psychology. Ohio: Merrill						
		Prentice Hall.							
				 FELDMAN, R. S. (1996) Understanding Psychology, Newyork: McGraw- Hill,Inc. 					
					,	1031 Ö ära	enme ve Öğretme, Ankara: Pege	mA Vavincilik	
							Düşünmek, Öğrenmek, Unı		
							tırabilirsiniz? (Çev. Aydın Arıta		
					iyinevi.			,,	
TOOLS AN	D EQUIPI	MENTS REQUIR	ED						

COURSE SYLLABUS					
WEEK	TOPICS				
1	Information about and Introduction to the course and general concepts				
2	Nature of learning theory				
3	Behavioural learning theories				
4	Social learning theory				
5	Gestalt learning theory				
6	Hümanistic learning theory				
7-8					
9	Cognitive-organizational theory				
10	Brain-based learning learning theory				
11	Constructivist learning theory				
12	Multiple intelligence learning theory				
13	Cooperative learning theory				
14	To use learning theories teaching of school subjects				
15-16					

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

Instructor(s)

Date:



	COURSE CODE	541702003	COURSE NAME	Approaches in the Individualization of the Education
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SEMESTER	WEEKLY COURSE PERIOD COURSE OF									
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE			
Spring	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	TR			
			COU	IRSE CATA	AGORY					
Basic Science	Science Educational Science						Social Science			
			ASSE	SSMENT C	RITERIA	A				
			Eval	uation Typ	е	Quantity	%			
			Mid-Term	1		1	30			
			Quiz							
N	/IID-TERM		Homewor	k		1	30			
			Project							
			Report							
			Others ()						
FINAL EXAM						1	40			
PREI	REQUIEITE	:(S)								
						sation of teaching, factors that r				
001100		DTION				nces in the individualization of				
COURS	E DESCRI	PIION				eacher's in individualized eduction, scientific research about t				
			instruction		Ji ilistiut	ction, scientific research about i	THE ITICIVICUALIZATION OF			
					hasic co	oncepts of individualisation of te	aching			
001100	NE OD 1503	TI) /EO		Understanding individual differences in the individualization of instruction that are effective						
COURS	SE OBJECT	IIVES	3. To e	3. To explain the teacher roles and responsibilities in individualized education						
						vidualization in teaching approach				
				lyze scienti	fic resea	arch into the individualization of	instruction			
ADDITIVE OF COURSE TO APPLY										
PROFESS	SIONAL ED	UATION								
				Explains the basic concepts of individualisation of teaching. Manage that feature that appries to individualisation of teaching.						
				2. Knows the factors that require to individualize teaching.3. Understands individual differences in the individualization of instruction that are						
				3. Understands individual differences in the individualization of instruction that are effective.						
COUR	SE OUTCO	MES		Understands the roles and responsibilities of the teacher's individualized						
			1 1 0	education.						
			5. Unders	5. Understands approaches to personalization in education.						
			6. Analyze	6. Analyze scientific research into the individualization of instruction.						
					Deniz (2006). Eğitimde Bireyse	el Farklılıklar. Ankara:				
ТЕХТВООК				Nobel Yayın Dağıtım.						
				Demirel, Özcan (2010). Eğitimde Yeni Yönelimler. Ankara: PegemA Yayıncılık. Senemoğlu, Nuray (2002). Gelişim Öğrenme. Ankara: Anı Yayıncılık.						
			Doğanay, Ahmet (2009). Öğretim İlke ve Yöntemleri. Ankara: Pegem Akademi							
			Yayıncılık. Erginer, E. (2008). Öğretimi Planlama, Uygulama ve Değerlendirme. Pegem A							
				Yayıncılık: Ankara.						
				Özden, Yüksel (2002). Öğrenme-Öğretme. Ankara: Pegem Yayıcılık.						
OTHER	R REFEREN	NCES	Saban, Al	Saban, Ahmet (2004). Öğretme Kuramları. Ankara: Nobel Yayıncılık.						
)7). Prog	gram Geliştirmede Öğretmen El	Kitabı. Ankara: Anı			
				ıncılık.	·=· =:	a lu sau e e e e				
						etim İlke ve Yöntemleri. Ankara:				
				Vester, F. (1997) Düşünmek, Öğrenmek, Unutmak: Öğrenme Kapasitenizi Nasıl						
TOOLS AND E	OLUDMENT	S DECLIDE		Artırabilirsiniz (Çev. Aydın Arıtan), İstanbul: Arıtan Yayınevi.						
TOOLS AND E	YOILINEN I	3 KEWUIKEL	′							

COURSE SYLLABUS						
WEEK	TOPICS					
1	Basic concepts of individualisation of teaching					
2	Factors that require teaching to individualize					
3	Individual differences in the individualization of instruction					
4	Individualized education teacher's role and responsibilities					
5	Instructional approaches to personalization					
6	Instructional approaches to personalization					
7-8						
9	Instructional approaches to personalization					
10	Instructional approaches to personalization					
11	Examination of scientific research aimed at the individualization of instruction					
12	Examination of scientific research aimed at the individualization of instruction					
13	Applications for the individualization of instruction					
14	Applications for the individualization of instruction					
15-16						

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

Instructor(s): Assoc. Prof. Dr. Zühal ÇUBUKÇU Signature:

Date:



COURSE CODE	541702004	COURSE NAME	Approaches in Curriculum Evaluation in Education
COURSE CODE	341702004	COURSE NAME	Approaches in Cumculum Evaluation in Education

SEMESTER WEEKLY COURSE PERIOD COURSE OF										
SEMESTER	Theory							COURSE OF	LANGUAGE	
FALL				Lab	oratory	Credit	ECTS	TYPE COMPULSORY () ELECTIVE (X)	LANGUAGE Turkish	
FALL	3		0		0	3	10		TUIKISIT	
					CC	URSE CA			T	
Basic Scier	ice	Ed	ucational Sci	ence	F. 6		•	chool Teaching	Social Science	
			Į Į Į	it contains	consider	able design, mark with $()$]				
	%75			%25						
				ESSMENT		1				
							уре	Quantity	%	
					Mid-Te	rm		1	30	
					Quiz					
	MID-1	ERN	И		Homew	ork				
					Project			1	30	
					Report					
					Others (()				
	FINAL	EXA	\M					1	40	
PF	REREQ	JIEI'	TE(S)		Course	"Curriculun	n Develop	oment Models" is prerequisites for	this course	
COU	RSE DE	SCF	RIPTION		curriculu and eva researcl	um develor aluating pro n method u	oment, the ogram eva sed in pro	nation Models includes the topics e need for program evaluation, paluation studies, evaluation appro ogram evaluation studies.	planning, conducting paches and models,	
cou	RSE O	BJE(CTIVES		The main aim of the course is to define the need for program evaluation in education, the process of evaluation, the current approaches and models of program evaluation and the research methods used in evaluation process.					
			E TO APPLY DUATION		This course will provide a significant contribution to students of curriculum and instruction in discussing the fundamental aspects of the program, evaluating both the whole program and these aspects using various program evaluation approaches and models, conducting sound evaluation studies in appropriate and accurate way, and selecting and using the suitable research designs for program evaluation studies.					
COURSE OUTCOMES					1. e. 2. di 3. e. 4. qi e. 5. e. 6. e. 7. e. 8. co 11. re to 12. u. 13. re to 14. e. lit 15. e.	scusses the explains pro- uestions the valuation. Explains the explains the explains the explains what sees the qua- exports the first operation of the explains what is a quantitative sees the quantitative examines the erature.	gram developmed for developmed for models uper program antitative andings of the approal antitative andings of the approal antitative andings of the approal antitative andings of the approal antitative andings of the approal antitative andings of the approal antitative andings of the approal antitative and the approal antitative and the approal antitative and the approal antitative and the approal antitative and the approal antitative and the approal antitative and the approal antitative antitative and the approal antitative antitati	elopment and program evaluation ince of and reason for program de elopment process step by step. between program development and program evaluation in primary edunent of program evaluation. It is is a program evaluation program evaluation program evaluation program evaluation program evaluation is a program evaluation research contains a program evaluation is a program evaluation is a program evaluation is a program evaluation is a program evaluation research contains a program evaluation is a program evaluation is a program evaluation research contains a pr	velopment. Ind program Indication. Indica	

техтвоок	 Yüksel, İ. & Sağlam, M. (2012). Eğitimde Program Değerlendirme: Yaklaşımları, Yöntemler ve Standartlar. Ankara: Pegema Yayınevi Fitzpatrick, J.J., James R.S. ve Blaine R.W. (2004). Program Evaluation – Alternative Approaches and Practical Guidelines. USA: Pearson Publishing.
OTHER REFERENCES	 Gözütok, D. (1999). "Program Değerlendirme". Cumhuriyet Döneminde Eğitim II. Ankara: Milli Eğitim Bakanlığı Basımevi, ss. 160-174. McNeil, J. (1996). Curriculum-A Comprehensive Introduction. Fifth Edition. Los Angeles University of California: Harper Collins College Publishers, ss.263-288. Olivia, P. (1988). Developing The Curriculum. Second Edition.USA: Scott, Foresman/Little, Brown College Division, ss. 462-487. Shadish, W.R., Cork, T.D. ve Leviton L.C. (1991). Foundations of Program Evaluation. Newbury Park, CA: Sage Publications; Inc. Taylor, P. H. and Richards C. M. (1985). An Introduction to Curriculum Studies. Worcester: Billing and Sans Limited, ss.126-150. Turgut, F. (1983). "Program Değerlendirme". Cumhuriyet Döneminde Eğitim I. İstanbul: Milli Eğitim Basımevi, ss. 215-231. Varış, F. (1996). Eğitimde Program Geliştirme Teoriler-Teknikler. Ankara:Alkım Kitapçılık Yayıncılık. Wholey, J.S., Hatry, P. Harry and Newcomer, Kathryn E. (Editors). (1994). Handbook of Practical Program Evaluation. San Francisco: Jossey-Bass Publishers. Yaşar, Ş. (1998). "Evaluation of Educational Programmes in Turkey". AERA Annual Meeting. (April 13-17, 1998). San Diego, CA, USA. Demirel, Ö. (2003). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Ankara: Pegem Yayıncılık. Ertürk, S. (1972). Eğitimde Program Geliştirme. Ankara: Hacettepe Üniversitesi Basımevi.
TOOLS AND EQUIPMENTS REQUIRED	·

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

NO	PROGRAM OUTCOMES (Upon the completion of the programme, the students will be able to	3	2	1			
1	explain philosophical, social, economic, psychological, and historical fundamentals of curriculum	Х					
	development in education	X					
2	analyze and discuss curriculum development process thoroughly						
3	explain the teaching and learning process based on various teaching-learning theories			Χ			
4	comparatively examine and evaluate the teacher training systems of turkey and various countries			Χ			
5	conduct a proper program evaluation study in pursuant of program evaluation process	Х					
6	analyze needs and develop a draft program based on the needs analyzed.		Χ				
7	apply the knowledge learnt in the field to solve current educational problems		Χ				
8	apply the theoretical knowledge of the field to develop the activities in various fields.		Χ				
9	identify and disclosure the current problems in the field of curriculum and instruction	Х					
10	analyze and interpret the data obtained in scientific studies in the field using proper statistical methods	Х					
10	and techniques	^					
11	apply quantitative and qualitative research methods properly and correctly		Χ				
12	report the findings of researches in the field of curriculum and instruction.		Χ				
13	present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.		Χ				
14	use at least one foreign languages properly and accurately			Χ			
15	have scientific and ethical values and conduct researches in parallel with ethical issues		Χ				
16	Evaluate educational issues and problems critically and reflectively.		Χ				
17	properly apply information and communication technologies in the field			Χ			
18	communicate impressively			Χ			
1 : Non	e. 2: Partially contribution. 3: Completely contribution.						

Instructor(s): Assist.Prof.Dr.İsmail YÜKSEL **Signature**: **Date:** 19.03.2012



COURSE CODE 541702005 COURSE NAME Improving Teacher Quality

SEMESTER	Y COURSE	PERIOD	RIOD COURSE OF									
00.	Theo		Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE				
Spring	3	,	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish				
5,9				(COURSE C	_	, ,					
			Educational				School Teaching					
Basic Scier	nce		Science			•	rable design, mark with $()$	Social Science				
			% 75		in it contains	CONSIGO	Table design, mark with (1)]	% 25				
			70 10	AS	SESSMEN	T CRITE	RIA	70 23				
			/aluation Ty		Quantity	%						
		Mid-Ter		,,,,,	1	40						
				Quiz			'	70				
				Homewo	ork							
	MID-TE	ВΜ			JIK							
	IVIID-I E	IXIVI		Project			_					
				Report								
					presentation							
					y of the pres	sented						
<u> </u>	-18141	V A = -	1	discussi	on)		4	00				
	INAL EX						1	60				
PRE	EREQUI	SITE	:(S)	-								
							eacher education in Turkey and arou					
							n approaches around the world and	in Turkey				
00110	0E DE0		DTION				qualifications					
COUR	SE DES	CKII	TION		- In-service teacher training							
					- New trends in teacher education							
					- Performed research on teacher education in Turkey and around the world cover the content of the course.							
					The main purpose of this course is to help students to understand teacher education							
					and training in Turkey and around the world, historical development of teacher							
					and training in Turkey and around the world, historical development of teacher education in Turkey and around the world, initial teacher education approaches							
COUR	RSE OBJ	IECT	TIVES									
					around the world and in Turkey, teacher competencies and qualifications, in-service teacher training, new trends about teacher education, research on teacher education							
					in Turkey and around the world.							
ADDITIVE C	OF COUR	RSE	TO APPLY		-							
PROFES	SIONAL	. ED	UATION	-								
				At the e	nd of the co	urse, the	students will be able to:					
				1. under	stand histor	ical deve	lopments about teacher education ir	Turkey and				
COLI	RSE OU	TCO	MES		around the world,							
0001	NOL OU	.00	WILO				on models in the world and in Turkey	,				
					suggest proposal about in-service teacher education,							
							lated to teacher education.					
							s and issues in faculty development:					
							r education. University Press Of Ame					
						s in action : Tasks for in-service lang	juage teacher					
					education and development. Cambridge University Press. 3. Johnson, A.P. (2008). What every teacher should know about action research.							
REFERENCES			Prentice		Juoj. Wili	at every teacher should know about	acuon research.					
					2 H 2 C	mith, E. (2006). Teacher supply: The	kev issues					
					. 11., α S	iniui, E. (2000). Teacher suppry. The	, key looues.					
				Continuum. 5. Kirby, S. N. (2006). Reforming teacher education [electronic resource]:								
						ew. Santa Monica: CA, RAND Corp.						
				6. Milli Eğitim Bakanlığı. (2008). Öğretmen Yeterlilikleri. Ankara: MEB								
				7. Özoğlu, M. (2010). Türkiye'de Öğretmen Yetiştirme Sisteminin Sorunları. Ankara:								
				SETA.								
				-	OLIA.							

	8. Sikula, J., Buttery, T., & Guyton, E. (1996). Handbook of research on teacher education: A project of the Association of Teacher Educators (2nd ed.). New York: Macmillan Library Reference, USA. 9. Townsend, T. (2007) Handbook of Teacher Education: Globalization, standards and professionalism in times of change. Springer. 10. YÖK. (1998). Eğitim Fakülteleri Öğretmen Yetiştirme Programlarının Yeniden Düzenlenmesi. Ankara: YÖK Başkanlığı Yayınları. 11. Yüksel, S. (2010). Türk Üniversitelerinde Eğitim Fakülteleri ve Öğretmen Yetiştirme. Ankara: Pegem Akademi.
OTHER REFERENCES	-
TOOLS AND EQUIPMENTS REQUIRED	-

	COURSE SYLLABUS							
WEEK	TOPICS							
1	Historical development of teacher education around the world							
2	Historical development of teacher education in Turkey							
3	Pre-service teacher education approaches around the world							
4	Pre-service teacher education approaches in Turkey							
5	Teacher competencies							
6	In-service training of teachers around the world							
7-8	MID-TERM EXAM							
9	In-service training of teachers in Turkey							
10	The teacher performance evaluation							
11	The importance of enhancing the quality of teachers by information and communication technologies							
12	Factors that reduce the quality of teacher							
13	Researches on teacher education in Turkey and around the world							
14	Alternative models on teacher education							
15-16	FINAL EXAM							

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

Instructor(s): Prof. Dr. Ahmet Aypay **Signature**: Date:



SEMESTER	Spring

COURSE CODE 541702006 COURSE NAME Current Issues in Language Curriculum and Teaching	ıg
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SEMESTER	WE	EKLY COURSE	PERIOD			COURSE OF	
SEIVIESTER	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	-		3	10	COMPULSORY ELECTIVE	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	х	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%		
	Mid-Term				
	Quiz				
MID – TERM	Homework	1	25		
	Project	1	25		
	Report				
	Others ()				
FINAL EXAM	,		50		
PREREQUIEITE(S)					
COURSE DESCRIPTION	program development, testi processes, thus to investiga social differences. In this co and who are related with En aware of the current issues these issues referring to the	examine and discuss the curre ing and assessment as well as ate the in-class problems cause ontext, the graduate students w nglish teaching at public and pr in this field and they will be en- e related literature and offer rea nable studnets to master the baulums and teaching.	teaching-learning ad due to individual and ho will take this course ivate schools will be couraged to discuss isonable solutions. In		
COURSE OBJECTIVES	At the end of this course, styudents will be able to *examine the language curriculums in terms of basic component, contents and outcomes. *investigate and review the related literature. analyze language teaching and learning process and language learners' needs in these processes. * research the current issues in the related lituarture and design a study on the current problems and offer solutions.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	learning and teaching strate courses can be a guide for curriculum and its teaching	riculums differ from other basic egies, processes, learners' nee the graduate students thanks to basics. In that sense, the curred led with the teachers who haven.	ds and outcomes. This o its focus on language ent issues urged in		
COURSE OUTCOMES	Within the framework of this lesson, the graduate students will be able to discuss the current issues in language teaching curriculum and its applications and as a result of discussions on the basic concepts on curriculum designs, they will be able to offer reasonable solutions. Additionally, they will be able to review the related literature on the current issues in language teaching curriculum all over the world and they will be able to design their own studies according to research methods.				
ТЕХТВООК	Richards, J. (2001) Curriculum Development in Language Teaching Cambridge Language Education Series. Nunnan, D. (1988). Syllabus Design. Oxford: Oxford University Press Nation, I. S. P. & Macalister, J. (2010). Language Curriculum Design. New York: Routledge.				

OTHER REFERENCES	Recent articles will be referred in the lesson. For instance: Richards, J. (2010). Curriculum Approaches in Language Teaching: Forward, Central and Backward Design. RELC Journal. pp. 5-33 Mahdi, R. N., Ehsan, A., & Javad, Z. (2013). A critical Review of Recent Trends in Second Language Syllabus Design and Curriculum Development. International Journal of Research Studies in Language Learning. Vol. 2 (2). pp. 63-82.
TOOLS AND EQUIPMENTS REQUIRED	projection, computer and sound system

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Language Curriculum Development: Design and Types					
2	Basic Components of Language Curriculum, Content and Outcomes					
3	Review of Related Literature: Articles					
4	Elementary and Secondary Language Curriculums					
5	Elementary and Secondary Language Curriculums					
6	Review of Related Literature: Articles					
7-8	ASSIGNMENT					
9	Language Teaching Processes and Applications					
10	Language Teaching Processes and Applications					
11	Need Analysis of Language Learners and Problems in Language Teaching					
12	Review of Related Literature: Articles					
13	Language Testing and Assessment					
14	Review of Related Literature: Articles					
15-16	FINAL					

NO	PROGRAM OUTCOMES	3	2	1				
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education	\boxtimes						
2	Analyze and discuss curriculum development process thoroughly	\boxtimes						
3	Explain the teaching and learning process based on various teaching-learning theories	\boxtimes						
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries	\boxtimes						
5	Conduct a proper program evaluation study in pursuant of program evaluation process	\boxtimes						
6	Analyze needs and develop a draft program based on the needs analyzed.	\boxtimes						
7	Apply the knowledge learnt in the field to solve current educational problems	\boxtimes						
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	\boxtimes						
9	Identify and disclosure the current problems in the field of curriculum and instruction	\boxtimes						
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques	\boxtimes						
11	Apply quantitative and qualitative research methods properly and correctly	\boxtimes						
12	Report the findings of researches in the field of curriculum and instruction.	\boxtimes						
13	13 Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.							
1 : Nor	ne 2: Partially contribution 3: Completely contribution							

Date: Instructor(s): Signature:



COURSE CODE 541702007 COURSE NAME Curriculum in Preschool Education

	WEE	KLY COURSE	COURSE PERIOD COURSE OF							
SEMESTER	Theory	Practice	Labratory	Credit	ECTS			TYPE	LANGUAGE	
Spring	3	0	-	3	10		//PUL	PULSORY () ELECTIVE (X) Turk		
Professio Knowled	-	Content Kr	nowledge	General Culture Knowledge				Elective Course	e	
		%10	00				Ger	neral Knowledge() Conter	nt Knowledge ()	
			ASSESSM	ENT CRIT	ERIA					
				Eval	luation Ty	/pe		Quantity	%	
			1st Mid-Te				1	30		
			-	2nd Mid-T	erm					
	MID-	TERM		Quiz						
			-	Homework	(
			-	Project						
			}	Report	`			1	30	
	CINIA!	EVAN		Others ()		_	4	40	
		EXAM						1	40	
	PKEKEQ	UIEITE(S)		Duning He	00:150	the i	D C = 1 -	unaa nrinainlaa and alamaan	to of a accoming decidence	
C	COURSE DESCRIPTION					During the course, the importance, principles and elements of a curriculum, the historical development of pre-school education program in Turkey, pre-school education programs implemented in Turkey; basic features, principles, outcomes, indicators, media properties, events, and will be used in the program forms, planning (monthly training plan, daily training flow and activity plan), implementation and evaluation, applied studies within the respective class with preschool program will be handled.				
c	COURSE OBJECTIVES				The aim of this course is to teach students 1. To do assessment about early childhood education programs 2. To make suggestions for the development of the early childhood education program 3. To provide the students deep professional understanding and perception for early childhood programs. 4. To acquire knowledge and skills related to comparisons, examining preschool education programs used in our country and in the world.					
		OURSE TO AP								
Ć		 Knows the importance of a curriculum, the principles and items. Knows the development of pre-school education in Turkey. Recognizes and implies the "Preschool Education Program" entirely. Prepares, implements and evaluates monthly training plan, daily training plan and activity plan. Knows implemented preschool educational approach (High Scope, Reggio Emilio, Montessori, Waldorf, Bank Street, Vygotsky Cultural and Historical Theory, Project Approach, Active Learning, Child Centered Learning) in the World 								
		Diken, H. İ. (2010). Erken çocukluk eğitimi. Ankara: Pegem Akademi Yayınları. Bredekamp, S. & Copple, C. (Eds.). (2006). Developmentally Appropriate Practice in Early Childhood Programs. (Revised Ed.). Washington DC: National Association for the Education of Young Children (NAEYC Series Number: 234). Milli Eğitim Bakanlığı (2013). Okul öncesi eğitim programı Ankara: MEB.								
OTHER REFERENCES					Bodrova, E. ve Leong, D. (2007). Zihnin Araçları Erken Çocukluk Eğitimine Vygotsky Yaklaşımı. Yay. Haz. G. Haktanır, Çev. T. Güler, F. Şahin, A. Yılmaz ve E. Kalkan. Ankara: Anı Yayınevi.					

	Cooper, H. (1998). History in the Early Years. NY. Routledge. Erdiller, Z. B. (2010). Erken çocukluk eğitiminde temel kuramlar ve yaklaşımlar, H. İ. Diken (Ed.) Erken Çocukluk Eğitimi (ss. 55-91). Ankara: Pegem Akademi Yayınevi. IBO, (2007). Making The PYP Happen: A Curriculum for International Primary Education. International Baccalaureate Peterson House, Cardiff, Wales, UK.
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS				
WEEK	TOPICS				
1	The importance of the curriculum, principles and elements				
2	Historical development of preschool education program in Turkey				
3	"Preschool Education Program": Basic features, principles, indicators,				
4	"Preschool Education Program": Environmental characteristics, activities				
5	"Preschool Education": Forms, planning (monthly training plan, daily training plan and activity plan)				
6	Preparation, implementation and evaluation of monthly training plan, daily training plan and activity plan				
7-8	MID TERM				
9	School observation				
10	Evaluation of observation				
11	Early Childhood Education Program Approaches (High Scope, Reggio Emilio, Montessori)				
12	Early Childhood Education Program Approaches (Waldorf , Bank Street, Vygotsky, Cultural and Historical Theory)				
13	Program Approaches (Project Approach, Active Learning, Child Centered Learning)				
14	Presentations of research projects				
15,16	FINAL EXAM				

NO	PROGRAM OUTCOMES	3	2	1
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum			х
	development in education			
2	Analyze and discuss curriculum development process thoroughly		X	
3	Explain the teaching and learning process based on various teaching-learning theories	X		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries	X		
5	Conduct a proper program evaluation study in pursuant of program evaluation process		X	
6	Analyze needs and develop a draft program based on the needs analyzed.	X		
7	Apply the knowledge learnt in the field to solve current educational problems	Х		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		Х	
9	Identify and disclosure the current problems in the field of curriculum and instruction		Х	
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical			
10	methods and techniques			X
11	Apply quantitative and qualitative research methods properly and correctly			X
12	Report the findings of researches in the field of curriculum and instruction.		X	
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.		X	
14	Use at least one foreign languages properly and accurately			Х
15	Have scientific and ethical values and conduct researches in parallel with ethical issues	Х		
16	Evaluate educational issues and problems critically and reflectively.	Х		
17	Properly apply information and communication technologies in the field		X	
18	Communicate impressively	Х		
1: Nor	e. 2: Partially contribution. 3: Completely contribution.			

Instructor(s): Assistant Prof. Dr. D.Neslihan BAY **Signature**:



SEMESTER	Fall

COURSE CODE	541701009	COURSE NAME	Term Project
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SEMESTER	W	FFK	LY COURSE I	PERIOD			COURSE OF			
OLINEOTER	Theo		Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE		
III	0	,	0	2	0	30	Compulsory (X) Elective ()	Turkish		
		•		CC	URSE CA	AGORY		•		
Basic Scien	Basic Science Educational					Primary School Teaching Social Science				
Science				[if	it contains	considera	ble design, mark with $()$]			
	75					% 25				
					ESSMENT					
					/aluation T	уре	Quantity	%		
				Mid-Te	rm					
				Quiz	- ul.					
	MID-TE	EDM		Homew	ork		4	0/400		
	ויווט-וונ	_KIVI		Project			1	%100		
				Report	'nrocontatio	<u> </u>				
					presentation of the pre					
				discussi		Scritca				
	FINAL E	XAI	VI							
PR	REREQU	ISITI	E(S)	-				<u>I</u>		
COURSE DESCRIPTION				selection be exant opportung literature develop practice that tary sources professi research and proformatting	n and evaluation and evaluation in the in an area a problem and literation and methonal literation design the officient withing.	ation of rest course in about ear of interestatement ure; formulablem standos use ure that at its appropriation utilizing	esearch in education and socie esearch projects, and technique these objectives are expected to ducational research methods; a est to help define a current profet that is researchable based or ulate testable hypotheses and/o tement; generate a list of refet ed in the literature search; is relevant to the problem sepriate for a thesis/thesis project American Psychological Ass	s of data analysis will be done; provide an read the professional fessional perspective; in current professional or research questions berences showing the review and analyze tatement; develop a ; and become familiar ociation (APA) style		
COURSE OBJECTIVES				forms of collection thesis p	The purpose of this course is to provide an overview of research procedures, forms of evaluation, and various types of techniques used for research data collection. The foundation and framework for the conceptualization of a thesis or thesis project will be the main focus of assignments, discussions, and overall coursework.					
			TO APPLY DUATION	-						
col	JRSE OL	JTC	OMES		At the end of the course, the students will be able to develop research project related to the Curriculum and Instruction.					
	REFERE			APA (Ar	APA (Amerikan Psikoloji Derneği Yayım Kılavuzu)					
	ER REF									
TOOLS AND	EQUIPN	/EN	TS REQUIRED	Comput	er.					

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

	At the end of the Non-Thesis Curriculum and Instruction Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of Curriculum and Instruction .		Х	
2	to gain comprehension on the basic characteristics of scientific research process.	Х		
3	to develop an ability of pursuing national and international publications in the field of Curriculum and Instruction .	Х		
4	to discuss problems on the field of Curriculum and Instruction in terms of basicly developing curriculum, learning and instruction theories and approaches.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.	Х		
6	be aware of the problems which are faced during the application in the field of Curriculum and Instruction .	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
8	to analyze educational curriculums from structural and practical perspectives.		Х	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
10	to comprehend the philosophical, psychological, sociological, historical, cultural, economic and international developments which dominate Turkish educational system		Х	
11	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
12	to gain information about educational curriculums and practices in the different countries.	Χ		
13	to evaluate a problem existing in the field by using scientific research methods.	Χ		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instru	ctor(s	3).	AII I	Instru	ctors



COURSE CODE	541701006	COURSE NAME	Student-Centered Education
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SEMESTER	W	EEKLY	COURSE	PERIOD			COURSE OF		
	Theo		Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE	
FALL/SPRING	3		0	0	3	10	COMPULSORY () ELECTIVE (X)	TR	
		CO	URSE CA	TAGORY	1				
Basic Science	Basic Science Educational Science							Social Science	
				ASS	ESSMENT	CRITER	IΔ		
					uation Typ		Quantity	%	
				Mid-Term		-	1	30	
				Quiz					
MIC	O-TERN	M		Homework	(
				Project			1	30	
				Report					
				Others ()				
FINA	L EXA	M					1	40	
PRERE	QUIEI	TE(S)							
COURSE DESCRIPTION				 Philosophical and pedagogical foundations of student-centered education, The problems that generate the learning process in terms of traditional approaches in education, Features and developments of student-centered training programs, Regulation of student-centered learning environment Review learning theories in terms of student-centered education, Arrangement the student-centered learning-teaching activities, Student-centered learning-teaching strategies Methods, In the context of developing technology student-centred distance education, measuring and evaluating student-centered practices 					
COURSE	COURSE OBJECTIVES				The main objectives of this course are to comprehend philosophical foundations of student-centered education, to understand pedagogical basics of the student-centered education, to comprehend features and development of student-centered training programs, to arrange the student-centered learning environments, to research learning theories in terms of student-centered education, to arrange the student-centered learning-teaching activitie to use student-centered measuring and evaluating.				
ADDITIVE OF C							•		
PROFESSIO	NAL E	DUAT	ION						
COURSE OUTCOMES			 Comprehend philosophical foundations of student-centered education Understand pedagogical basics of the student-centered education raditional approach in education in terms of the learning process by recognizing the problems that breed solutions Features and development of student-centered training programs Arrange the student-centered learning environments Review learning theories in terms of student-centred education Arrange the student-centered learning-teaching activities Student-centered measuring and evaluating practices 						
ТЕХ	(ТВОО	K		Routledge Marykeen	W. (2002).	Learner		: Jossey-Bass.	
OTHER F	REFER	ENCE	s	Marykeen W. (2002). Learner centred teaching. San Francisco: Jossey-Bass. Demirel, Ö. (2011). Eğitimde Yeni Yönelimler. Ankara: Pegem Akademi Yayıncılık Gardner H. (1983). Frames of mind: The theory of multiple intelligences. New Yorl Basic Books. Campbell, L. ve ark. (1996). Teaching & learning through multiple intelligences. Massachusetts: A Simon & Schuster Company.					

TOOLS AND EQUIPMENTS REQUIRED

	COURSE SYLLABUS						
WEEK	TOPICS						
1	Philosophical foundations of student-centered education						
2	Pedagogical foundations of student-centered education						
3	Reviews of student-centered education (theory and applications)						
4	The pioneers of student-centered education						
5	Student-centered approach to education programs						
6	Student-centered teaching methods and practices						
7-8							
9	Classroom management in student-centered education						
10	Student-centered learning environments						
11	Assessment and evaluation student-centered education						
12	Student-centered education and skills						
13	Student-centered education and values						
14	National and international research						
15-16							

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

Instructor(s): Prof. Dr. M. Bahaddin ACAT Signature:

Date:



COURSE CODE 541701007	COURSE NAME Thinking Sk	kills Education
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SEMESTER WEEKLY COURSE PERIOD COURSE OF										
SEIVIESTER	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE			
Fall	3	()	()	3	10	COMPULSORY () ELECTIVE (X)	TR			
1 411	Ŭ	Ŭ		JRSE CATA	_		110			
Basic Science	Educ	ational Scie					Social Science			
							- Coolui Cololico			
			ASSE	SSMENT C	RITERI	A	I			
			Eval	uation Typ	е	Quantity	%			
			Mid-Term	1		1	30			
			Quiz							
N	IID-TERM		Homewor	k		1	30			
			Project							
			Report							
			Others ()						
FII	NAL EXAM					1	40			
PREF	REQUIEITE	(S)								
COURS	E DESCRIF	PTION	factors the thinking, imporance learning; scientific	creative the of thinking teacher's research for	to mal ninking, ng skills role and r ways c		s of thinking (critical on.); undestand the iking skills in lifelong			
COURS	COURSE OBJECTIVES				 Understand the concept of thinking Explain the factors that require to make thinking skills active Understand the way you think Understanding the importance of thinking skills for individualization of teaching. Explain the thinking skills of lifelong learning Explain the duties and responsibilities of the teacher to teaching of thinking skills Analyze scientific research into ways of thinking 					
ADDITIVE OF	COURSE	TO APPLY	7							
PROFESS	IONAL ED	UATION								
COURS	2. Exp 3. Und 4. Und teac 5. Des skill: 6. Ana	 Explain the factors that require thinking skills to make active. Understands ways of thinking. UnderstandS the importance of thinking skills for individualization of teaching Explains the thinking skills of lifelong learning. Describes the teacher's role and responsibilities of the teaching of thinking skills. 								
ТІ	EXTBOOK		Tea Demirel, O Dewey, J.	Beyer, Barry (1991). Teaching Thinking Skills: A Handbook for Elementary School Teachers. Boston: Allyn and Bacon. Demirel, Özcan (2010). Eğitimde Yeni Yönelimler. Ankara: PegemA Yayıncılık. Dewey, J. (1991). How We Think?. New York: Prometheus Books.						
	REFEREN		Arkonaç, S. Ayşen. (1998). Psikoloji Zihin Süreçleri Bilimi, İstanbul: Alfa Yayınları. Bilen, Mürüvvet (2000). Planlamadan Uygulamaya Öğretim. Ankara: An Yayıncılık. Demirel, Özcan (2004). Öğretimde Planlama ve Değerlendirme, Öğretmen Sanatı Ankara: PegemA Yayıncılık.							
TOOLS AND EC	XUILIMEN I	o KEŲUIKĖI	,							

	COURSE SYLLABUS						
WEEK	TOPICS						
1	The concept of thinking, thinking skills and the importance						
2	Factors that require active thinking skills to make						
3	Forms of thinking						
4	Forms of thinking						
5	Forms of thinking						
6	Forms of thinking						
7-8							
9	The importance of thinking skills for individualization of teaching						
10	Thinking skills in lifelong learning						
11	Teacher's role and responsibilities of the teaching of thinking skills						
12	Thinking skills-based education in the world and in Turkey						
13	Scientific research for ways of thinking						
14	Scientific research for ways of thinking						
15-16							

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

Instructor(s): Assoc. Prof. Dr. Zühal ÇUBUKÇU Signature:

Date:



SEMESTER Fall/Spring

COURSE CODE 541701008	COURSE NAME	Turkish Education System
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SEMESTER WEEKLY COURSE PER			PERIO	D			COURSE OF		
•	Theor	ry Practice	Labra	atory	Credit	ECTS	TYPE	LANGUAGE	
	3	-	-		3	COMPULSORY() ELECTIVE(X)	TR		
			•	CO	URSE CA	TAGORY	1		
Basic Science Educational Science					P	rimary S	chool Teaching	Social Science	
						COITED	I.A.		
					ESSMENT			0/	
			<u> </u>		aluation T	уре	Quantity	%	
				Mid-Ter	m		1	30	
	MID T	EDM .	_	Quiz			4	20	
	MID-T	EKW	-	Homewo	ork		1	30	
				Project					
				Report					
			(Others ()				
	FINAL I						1	40	
PF	REREQU	JIEITE(S)							
COURSE DESCRIPTION			p E p	The objectives, politics and precautions of developmental planning related to primary, high school, vocational and technical education, examination of National Education Council decisions and current educational politics, educational programs, strategies for curriculum development, analysis of current practice. Projects for educational development, evaluation of projects regarding their goals and results.					
COU	IRSE OE	BJECTIVES		Comprehending the establishment, development, current situation and problems of Turkish national education.					
		JRSE TO APPLY AL EDUATION		By the end of this course, the students will possess the required professional skills for effective and efficient instruction and education system.					
1. Comprehending the establishment, development, problems of Turkish national education. 2. Being able to explain the innovation process in Turkish National education. 3. Evaluating the fundamental characteristics, development, problems of Turkish National education. 4. Comparison of Turkish educational politics and Edu					tional education. ne innovation process in Turkish e ental characteristics, development tion.	ducation system tand problems of n politics of			
	TEXTB	BOOK							
OTHER REFERENCES				 AKYÜZ, Y. Türk Eğitim Tarihi, Ankara: Pegem. BAŞARAN, İ. E. Türk Eğitim Sistemi, Ankara. DEMİREL, Özcan (2000) Karşılaştırmalı Eğitim, Ankara: Pegem. SAĞLAM, Mustafa Avrupa Ülkelerinin Eğitim Sistemi, Eskişehir: Anadolu Ü. Yayınları. ŞİŞMAN, M.; TEŞDEMİR, İ. Türk Eğitim Sistemi ve Okul Yönetimi, Ankara: Pegem. TÜRKOĞLU, Adil (1998) Karşılaştırmalı Eğitim "Dünya Ülkelerinden Örneklerle", Adana: Baki Kitapevi. 					
TOOLS AND	EQUIP	MENTS REQUIRE	D						

	COURSE SYLLABUS						
WEEK	TOPICS						
1	Information about and Introduction to the course and general concepts						
2	Establishment and development of the education system						
3	Education reform movements						
4	Development and problems of pre-school education						
5	Development and problems of primary education						
6	Development and problems of general secondary education						
7-8							
9	Development and problems of vocational and technical education						
10	Developments and challenges in higher education						
11	Progress and problems in formal education						
12	Progress and problems in teacher training system						
13	The general assessment of the Turkish national education system						
14	Comparison of education policies, education policies in Turkey and the European Union						
15-16							

NO	PROGRAM OUTCOMES	3	2	1
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum		х	
'	development in education		^	
2	Analyze and discuss curriculum development process thoroughly			X
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		X	
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.			X
7	Apply the knowledge learnt in the field to solve current educational problems	Х		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		X	
9	Identify and disclosure the current problems in the field of curriculum and instruction	X		
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and		x	
10	techniques		۸	
11	Apply quantitative and qualitative research methods properly and correctly		X	
12	Report the findings of researches in the field of curriculum and instruction.	X		
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.	X		
14	Use at least one foreign languages properly and accurately		X	
15	Have scientific and ethical values and conduct researches in parallel with ethical issues	X		
16	Evaluate educational issues and problems critically and reflectively.	X		
17	Properly apply information and communication technologies in the field	X		
18	Communicate impressively	Х		
1 : Nor	e. 2: Partially contribution. 3: Completely contribution.			

Instructor(s):	
Signature:	Date:



SEMESTER 2011-2012

ACUBAT AART	E44704040	COURCE MANE	1 (((11 1 1 1)
COURSE CODE	541701010	COURSE NAME	Instructional Leadership

SEMESTER	WF	FKI	Y COURSE	PERIOD COURSE OF					
OLINEOTER	The			Labratory	Credit	ECTS	TYPE	LANGUAGE	
Spring	3		0	0	3	10	COMPULSORY () ELECTIVE (X)	TR	
, ,				C	OURSE C	ATAGO	RY		
Basic Science	E	Educ	ational Scie	nce				Social Science	
				AS	SESSMEN	T CRITI	ERIA		
				Eval	uation Typ	е	Quantity	%	
				Mid-Term			1	40	
				Quiz					
MIC	D-TERI	M		Homework	<				
				Project					
				Report					
	= > / /			Others ()		4		
	AL EXA		1				1	60	
PRERE	:QUIEI	IE(S)	A '			And Angelon Control	Action Colonial Colonia Colonial Colonial Coloni	
COURSE DESCRIPTION				and sc school effective behaviors, managem culture, d	hool lea administrat schools, s , the sch ent, develo levelopmen	dership, or as chool I lool's very pment of se	•	school administrator, cation and training, instructional leadership ment, school program itive school climate and	
COURSE OBJECTIVES				 Explanation of the concepts of leader and leadership Explanation of the concepts of executive and management Understanding the management and leadership theories comprehension Knowledge of leadership roles of the school manager Understanding the school administrator's responsibilities as the leader of the education and training Understanding the role of leadership in creating an effective school Knowledge of instructional leadership behaviors of school principals Analyzes some research on instructional leadership in Turkey and the world 					
ADDITIVE OF (
COURSE	 Explain the concepts of leader and leadership. Explain the concepts of manager and executive. Understands theories of leadership and management. Knows the school administrator leadership roles. Understands responsibilities as a leader in education and training of smanagers. Understands the role of leadership in creating an effective school. Knows that the leadership behaviors of school principals. Analyzes some research on instructional leadership Turkey and the world. 					e school. key and the world.			
TEX	СТВОС	OK		Bursalıoğl Şişman, M	u, Z. (1999) 1. (2002). Ö	. Okul y ğretim li	yönetiminde teori ve uygulama. önetiminde yeni yapı ve davran derliği. Ankara: Pegema.	ış. Ankara: Pegema.	
OTHER F	REFER	ENC	ES	Şişman, M Yayı	1. (2011). È nları.	ğitimde	itim ve okul yöneticiliği el kitabı. mükemmellik arayışı. Ankara: P 1). Eğitimde Toplam Kalite Yöne	egem Akademik	
TOOLS AND EQU	JIPMEI	NTS I	REQUIRED	Şişinan, IV	vo ruiuii,	J. (200	.,gitindo ropidin raino rona	Jann. / antara. 1 ogoma	

	COURSE SYLLABUS						
WEEK	TOPICS						
1	Management and leadership approaches and theories						
2	School administrators and school leadership						
3	The school administrator's leadership role in						
4	A school administrator as the leader of education and training						
5	Effective schools, school leadership						
6	School principals' instructional leadership behaviors						
7-8							
9	The school's vision and mission management						
10	School program management						
11	School staff development						
12	The creation of a positive school climate and culture						
13	The development of school-community-family relations						
14	Some research on instructional leadership in Turkey and the world						
15-16							

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

Instructor(s): Prof. Dr. Mehmet ŞİŞMAN Signature:

Date:

Course Code	Course Name	ECTS	T+P+C	C/E	Language
Journal Gode	Fall Semester (I. Semester)		11110	O/L	Lunguage
E44604004			2.0.2	0	Tunkiala
541601001	Research Methods in Education I	10	3+0+3	С	Turkish
541601002	Education Statistics I	10	3+0+3	С	Turkish
541601003	Social Theory and Education	10	3+0+3	E	Turkish
541601004	Curriculum Development in Education	10	3+0+3	Е	Turkish
541601005	Values Education in Education	10	3+0+3	Е	Turkish
541601006	Approaches in Curriculum Development	10	3+0+3	Е	Turkish
541601007	Teacher Education in Turkey	10	3+0+3	Е	Turkish
	Total Credit	30	15		
	Spring Semester (II. Semeste	<u>r)</u>			
541602005	Seminar	10	3+0+0	С	Turkish
541602001	Research Methods in Education II	10	3+0+3	Е	Turkish
541602002	Fundamentals of Learning and Teaching Process	10	3+0+3	Е	Turkish
541602003	Approaches in Individualization of Education	10	3+0+3	Е	Turkish
541602004	Learning Losses in Education	10	3+0+3	Е	Turkish
541602006	Education Statistics II	10	3+0+3	Е	Turkish
541602007	Approaches of Curriculum Evaluation in Education	10	3+0+3	Е	Turkish
541602008	Student-Centered Education	10	3+0+3	Е	Turkish
541602009	Instructional Leadership	10	3+0+3	Е	Turkish
541602010	Current Issues in Language Curriculum and Teaching	10	3+0+3	Е	Turkish
541602011	Curriculum in Preschool Education	10	3+0+3	Е	Turkish
	Total Credit	30	12		
	Fall Semester (III. Semester				
541602701	Master Thesis	25	0+1+0	С	Turkish
541601901	Special Topics	5	3+0+0	С	Turkish
J 4 100 130 1	Total Credit	30	0	U	TUINISII

SEMESTER 2011-2012 Fall

	COURSE CODE	541601001	COURSE NAME	Research Methods in Education I
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SEMESTER	W	EEKLY COURSE	PERIOD	DD COURSE OF							
J=E9 : E1\	Theo		Laboratory	Credit	ECTS	TYPE	LANGUAGE				
SPRING	3	0	0	3	Turkish						
OI TUITO	Ü		•	URSE CAT	10 AGORY	COMPULSORY (X) ELECTIVE ()					
		Educational				chool Teaching					
Basic Scie	nce	Science			-	able design, mark with $()$	Social Science				
_	- %100				CONSIDER	ible design, mark with (1)]					
		70 100	ASSI	ESSMENT	CRITERIA	Δ					
				aluation T		Quantity	%				
			Mid-Tei		уре	1	30				
			Quiz	111		l l	30				
			Homewo	ork		1	20				
	MID-TE	=RM	H	אוכ		1	20				
	11110-11	_1 (1)	Project				+				
			Report	nrocontatio			+				
				presentatio							
			discussi	y of the pre	sented						
	FINAL E	¥ΔM	uiacuaal	011)		1	50				
DE		IEITE(S)				1					
1.1	·-· ·- «O	·-··-(<i>\\\\)</i>	Main pu	rpose of thi	s course i	is to enable students to examine	research processes				
			(determi	ning a prob	olem, dat	a collection, data analysis, and	interpretation of the				
COLI	DSE DES	SCRIPTION				certain scientific research met					
0001	NOL DE	SCINIF HON		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. The objective of this course is to gain ability for performing all aspects of							
cou	RSE OB	JECTIVES		•		se is to gain ability for perform	ning all aspects of				
ADDITIVE		IRSE TO APPLY	quantita	tive resear	on.						
		L EDUATION									
TROIL	00101171	LLDOATION	1. to 0	levelon und	erstandir	ags about the role of research in	science –esnecially				
				1. to develop understandings about the role of research in science –especially in knowledge management							
				to gain knowledge about research processes and research methods							
			3. to								
COURSE OUTCOMES			ability								
			4. to think systematically for solving problems in knowledge management field								
			and perform analytical methodsto teach data collection, data analysis and evaluation techniques								
				•	eage in	writing research proposal and	preparing research				
			rep		1 0 Cab.	imaghar C (2006) Daggard :-					
	TEXTB	OOK				umacher, S. (2006). Research in Boston, MA: Brown and Comp					
				Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. New York: Poutledge.							
				 education. New York: Routledge. Muijs, D. (2004). Doing quantitative research in education: With SPSS. 							
				London: Sage.							
				ADA (0000) A " D" L" D " L L L L L L L L L L L L L L							
0.711	ATUES			APA (2009). Amerikan Psikoloji Dernegi yayılın kılavuzu. Istanbul: Kaknus Yayınları.							
ОГН	EK KEF	ERENCES		•	_awrence	(2008). Toplumsal araştırma yö	ntemleri. İstanbul:				
				yınodası Y		, , , , , , , , , , , , , , , , , , , ,					
			• Pt	ınch, Keith	F. (2005)	. Sosyal araştırmalara giriş: Nitel	ve nicel				
				-		Siyasal Kitapevi.					
				Sipahi, B., Yurtkoru, E. S., & Çinko, M. (2010). Sosyal bilimlerde SPSS'le							
			ve	ri analizi. İs	tanbul: B	eta Yayınları.					

	Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA
TOOLS AND EQUIPMENTS REQUIRED	

	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						
14	Course evaluation						
15-16	FINAL EXAM						

NO	PROGRAM OUTCOMES	3	2	1
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum			Х
'	development in education			^
2	Analyze and discuss curriculum development process thoroughly		X	
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process		X	
6	Analyze needs and develop a draft program based on the needs analyzed.		X	
7	Apply the knowledge learnt in the field to solve current educational problems			X
8	Apply the theoretical knowledge of the field to develop the activities in various fields.			X
9	Identify and disclosure the current problems in the field of curriculum and instruction			X
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques	X		
11	Apply quantitative and qualitative research methods properly and correctly	Х		
12	Report the findings of researches in the field of curriculum and instruction.	Х		
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.		Х	
14	Use at least one foreign languages properly and accurately		Х	
15	Have scientific and ethical values and conduct researches in parallel with ethical issues	Х		
16	Evaluate educational issues and problems critically and reflectively.		Χ	
17	Properly apply information and communication technologies in the field	Х		
18	Communicate impressively		X	
1: Nor	ne. 2: Partially contribution. 3: Completely contribution.			

Instructor(s): Assoc. Prof. Dr. Engin Karadağ

Signature: Date:



SEMESTER 2012-2013

COU	RSE CODE	541601002	COURSE NAME	Education Statistics I

SEMESTER	WE	EKL	Y COURSE	PERIOD			COURSE OF	
	Theo		Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	. ,	0	0	3	10	COMPULSORY (X) ELECTIVE ()	Turkish
- F····3			-	, i	COURSE C		. ,	
			Educational				School Teaching	
Basic Scier	nce		Science			•	rable design, mark with $()$	Social Science
%50			% 25		in it contains	COLISIAE	able design, mark with (1)]	% 25
/030			/0 ZJ	Λ.	SSESSMEN	T CDITE	DIA	/0 ZJ
								%
				Mid-Te	valuation Ty	/pe	Quantity 1	30
					rm		l l	30
				Quiz				
				Homew	ork			
	MID-TE	RM		Project			1	30
				Report				
				Others	(presentatio	٦,		
					ry of the pres	sented		
				discuss	ion)			
F	INAL EX	XAM					1	40
PRE	REQUI	SITE	(S)	-				
					ic terms,			
					ing methods			
					etical distribu	,		
COUR	SE DES	CRIF	PTION		al tendency a			
					ation and re	gression	analysis,	
					hetical test,			
					ne content of			
							s are counting descriptive statistic be	
COUR	RSE OBJ	JECT	IVES			s, and in	vestigating and interpreting relationsl	nip between
				variable	S.			
ADDITIVE C				_				
PROFES	SIONAL	. ED	UATION					
							students will be able to:	e i
					•		vledge related statistic terms (popula	
							iable, variables types, measurement	, scale, scales
					pes, distribu		othodo	
COUR	RSE OU	TCO	MEG		nderstand sa		etnoos, utions (normal and binomial distributi	(one)
COUR	13E 00	100	IVIES				ency (mean, mod, median) and dispe	
					•		ance, standard error, variation coeffi	, •
							and regression analysis,	cicit),
							(parametric and nonparametric tests	s multivariable
					atistics).		(pa.amoulo ana nonparamoulo toste	,aa.iabio
						Spor Bilir	nlerinde Uygulamalı İstatistik. Nobel	Yavınları, Ankara
							el Yöntemler. Meteksan, Ankara.	· / · · · · · · · · · · · · · · · · · ·
							r, Metodlar ve Uygulamalar. Anı Yayı	ncılık, Ankara.
							osyal Bilimler İçin Veri Analizi El Kital	
					ıları, Ankara		•	, U
R	EFEREN	NCES	3				avranış Bilimleri İçin İstatistik. Hatipo	ğlu Yayınları,
				Ankara.		,		
							el Araştırma Yöntemi: Kavramlar, İlke	eler, Teknikler. 10.
					Nobel Yayınl			
						99). Pake	t Programlar ile İstatistiksel Veri Anal	lizi. Kaan Kitabevi,
				Eskişeh	ir.			

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

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

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

Instructor(s): Prof. Dr. Ahmet Aypay **Signature**: Date:



CEMECTED	F 11
SEMESTER	Fall

	-11001001		
COURSE CODE	541601901	COURSE NAME	Special Lopics
			- p

SEMESTER	WE	EKLY COURSE	PERIOD			COURSE OF	
	Theor	y Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	0	5	COMPULSORY (X) ELECTIVE ()	Turkish
			CO	URSE CA			
Basic Scier	nce	Educational Science	lif it			School Teaching rable design, mark with (√)]	Social Science
		% 60	<u>[</u>	t oomanio	001101001	able deelgii, maiit maii (1)]	% 40
	<u> </u>	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	ASSI	ESSMEN ⁻	CRITE	RIA	70.10
				uation Ty		Quantity	%
			Mid-Term		<u> </u>		
			Quiz				
			Research	Homewor	·k	1	30
	MID-TER	RM	Project			1	30
			Report				
			Others (pr				
			discussion		JOI 11.0 G		
F	INAL EX	AM	Report	,		1	40
PRE	REQUIS	ITE(S)	-			•	
COUR	SE DESC	RIPTION	Research	and applic	cation pra	actices about the topic of thesis stud	dy.
COUR	SE OBJE	CTIVES	Being awa		ent issue	s regarding the study subject of the	sis and gaining
		SE TO APPLY DUCATION					
COUI	RSE OUT	COMES	2. G 3. H fi 4. F	Baining ab Baining the Having the ield. Regarding collecting,	oility of place skill of of ability of scientific evaluating	students: anning research methods. determining sources about the sear f ordering and collecting the sources c, social and ethical values during the ng the sources and preparing the tex of presentation about the evolution of	s about the search ne stages of xt.
R	EFEREN	CES				r	
	R REFER						
		NTS REQUIRED					

	COURSE SYLLABUS
WEEK	TOPICS
1	Study on the determination of the subject of the thesis
2	Pursuit of the literature about the topic
3	Evaluation
4	Preparetion and presentation of a report
5	Pursuit of the literature
6	Essay surveys
7-8	Source surveys
9	Evaluation
10	Report preparetion and presention
11	Pursuit of the literature
12	Source surveys
13	Essay surveys
14	Evaluation
15-16	Preparetion and presention of the report

	Curriculum and Instruction MS Degree Program Outcomes			
No	Program Outcomes	3	2	1
1	Participate in educational and training activities in the field of curriculum and instruction and to lead the spread of these activities.		Х	
2	Develop competence in following international literature in the field of curriculum and instruction		Х	
3	Review current and complex issues related to the field of curriculum and instruction by taking advantage of method, design and application of other disciplines.		Х	
4	Make scientific publications on national and international level in the field of curriculum and instruction.		Х	
5	Access original information from on the field of curriculum and instruction by using quantitative and qualitative research skills.	Х		
6	Reflect to ethical principles to fields in her/his life	Χ		
7	Design practical steps by developing effective training and management strategies	Х		
8	Contribute the field of curriculum and instruction with the original ideas and studies at the scientific meetings.	Х		
9	Identify problem areas in the field of education by acquiring master's degree level of knowledge, experience and research capabilities.		Х	
10	Communicate effectively with teachers to support the field with national, international and interdisciplinary studies.			Х
11	Develop strategies and information which improve educational organizations instructional aspects.		Х	
12	Design effective learning environments and appropriate curriculums for specific fields.	Х		
13	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.	Х		
14	Have the facilities and competence to manipulate learning environment and materials.		Х	
15	Produce projects which facilitate educational organizations to fulfill their roles in the economic, social, political and cultural development of the learners.		Х	
	1: None. 2: Partially. 3: Completely.			

Instructor(s): All Instructors Signature: Date:



SEMESTER Fall

COURSE CODE 541601003 COURSE NAME Social Theory and Education

SEMESTER	W	/FFV	KLY COURSE	PERIOD COURSE OF								
OLIVILOTEIX	Theo		Practice		ratory	Credit	ECTS	TYPE	LANGUAGE			
	3	,	0			3	10	COMPULSORY () ELECTIVE (X)	Turkish			
				i	COURSE CATAGORY							
D : 0:												
Basic Scien	ice	Ea	ucational Sci	ence	[if	it contains	Social Science					
			% 60						% 40			
					ASS	ESSMENT	CRITER	IIA				
				ļ		aluation T	уре	Quantity	%			
					Article r							
						ch assignm	ent	1	30			
	MID-T	ERI	И		Project			1	30			
					Final Ex	am		1	40			
				ŀ	Report	/ \						
	FINIAL	EV.			Others (()						
Dr	FINAL				_							
	REREQU	JICI	16(3)			of Educatio	nal Dhila	osophy; Culture; Socialization & (Gender Stratification:			
								eryday Life and Groups & O				
COU	KSE DE	SCF	RIPTION					inicity; Family and Religion ; Edu				
								Postmodern Societies.				
COURSE OBJECTIVES					The main aim of the course is to define major perspectives in the field of							
				-	philosophy and sociology.							
ADDITIVE OF COURSE TO APPLY												
PROFE	PROFESSIONAL EDUATION				By tho	and of this r	nodulo el	tudents will be able to:				
COURSE OUTCOMES					 Define major perspectives in the field of philosophy and sociology Understand the context of leadership practices Describe and contrast the differences between culture and society Understand the basic tools of educational research and writing Analyze and examine the nature and importance of socialization; Describe and contrast the differences between culture and society Define the concept of deviance in sociological theories; Identify the nature and importance of stratification in Turkish society; Understand the role of prejudice and discrimination Analyze the Turkish family system and education Identify the functions of the major institutions in society List the major characteristics of primary and secondary groups Understand the patterns of dominant group policies on minority groups Analyze the Turkish political and economic system Understand the process of social change and social movements Understand issues in social and economical policies 							
ТЕХТВООК								<u>'</u>				
OTHER REFERENCES TOOLS AND EQUIPMENTS REQUIRED					Giddens, A. (2010). Sosyoloji. Ankara: A. Arslan, A. (2004). Felsefeye Giriş. Ankara: Vadi. Türkdoğan, O. (2002). Türk Toplum Yapısı (TTY). İstanbul: Çamlıca Yayınları. Wagner, P. (1996). Modernliğin Sosyolojisi. İstanbul: Sarmal. Classical Sociological Theory http://www.spc.uchicago.edu/ssr1/PRELIMS/theory.html The Dead Sociologists' Society http://www.runet.edu/A Sociology Timeline from 1600 by Ed Stephen http://www.ac.wwu.edu/~stephan/timeline.html SocioRealm: Social Theory http://www.digeratiweb.com/sociorealm/							
TOOLS AND	EQUIP	MEN	ITS REQUIRE	D	-							

	COURSE SYLLABUS						
WEEK	TOPICS						
1	What is sociology?						
2	Global change						
3	Culture, socialization, and the individual						
4	Social interaction and everyday life						
5	Conformity, deviance, and crime						
6	The sociology of the body: Eating, illness, and aging						
7-8	MID -TERM						
9	Gender and sexuality; Stratification class and inequality						
10	Ethnicity and race; Life in modern organizations; Government and political power						
11	Work and economic life						
12	Religion; Education, popular culture and mass media						
13	Marriage and family; Urbanism and population						
14	Revolution and Social movements; Global problems						
15-16	FINAL EXAM						

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

Instructor(s): Prof. Dr. Selahattin TURAN **Signature**:

Signature: Date:



SEMESTER 2011-2012

COURSE CODE 541601004	COURSE NAME	Curriculum Development in Education
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SEMESTER	WEEK	(LY COURSE	PERIOD				COURSE OF			
CLINEOTER	Theory	Practice	Labrato	rv	Credit	ECTS	TYPE	LANGUAGE		
Fall	3	0	0	,. y	3	10	COMPULSORY () ELECTIVE (X)	TR		
				CC	URSE CA					
Basic Science	Ed	ucational Sc	ience				-	Social Science		
	·			ASS	ESSMENT	CRITE	RIA	'		
			Evaluation Type				Quantity	%		
				erm)		1	30		
			Quiz							
MI	D-TERM		Home	work	k		1	30		
				ct						
			Repor	t						
			Other	s ()					
FIN	AL EXAM						1	40		
PRER	EQUIEITE((S)								
COURSE	progra develo and appro	am opme relat ache am e	develop, ent, stages tionships es to the	types of of prog between design of	program development, the ba f programs, Theoretical four gram development; elements o these elements; program of training programs; program proaches to curriculum developr	ndations of curriculum f program development development models; development process;				
COURSE OBJECTIVES				 Knowledge of the basic concepts of program development. Understanding the theoretical underpinnings of curriculum development. Comprehend the need to develop the program. Understanding the stages of the program development process. Knowledge of the elements of curriculum development. Knowledge of curriculum design and models. Analyze the process of program evaluation. Recognition the approaches are being taken to develop the program. Analyze the program development activities in the world and Turkey. 						
ADDITIVE OF										
PROFESSI	UNAL EDU	JATION	1 1/22	1 Knows the basis concents of pregram development						
COURSE OUTCOMES			2. Und 3. Und 4. Und 5. Knd 6. Knd 7. And 8. Red 9. And	 1 Knows the basic concepts of program development. 2. Understand the theoretical underpinnings of curriculum development. 3. Understands the need to develop the program. 4. Understands the stages of the program development process. 5. Knows the elements of curriculum development. 6. Knows curriculum design and model 7. Analyze the program assessment process. 8. Recognizes the program development approaches 9. Analyze program development activities in the world and in Turkey. 						
ТЕХТВООК				 Olivia, P. F. (1988). Developing the Curriculum. Boston: Scott, Foresman and Company. Demirel, Ö. (2005). Öğretme Sanatı. Ankara: Pegem Yayıncılık. Taba, Hilda (1962). Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World. Tyler, R. W. (1973). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Pres. Bilen, Mürüvvet (2000). Planlamadan Uygulamaya Öğretim. Ankara: Anı Yayıncılık. 						
OTHER	REFEREN	CES		n, H			nde Program ve Öğretim Ta			

	Erden, Münire (1998). Eğitimde Program Değerlendirme. Ankara: Anı Yayıncılık. Ertürk, Selahattin (1998). Eğitimde "Program" Geliştirme. Ankara: Meteksan. Erginer, E. (2008). Öğretimi Planlama, Uygulama ve Değerlendirme. Pegem A Yayıncılık: Ankara. Özçelik, Durmuş Ali (2010). Eğitim Programları ve Öğretim (genel öğretim yöntemleri). Pegem Akademi Yayıncılık. Sönmez, Veysel (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık. Varış, Fatma (1996). Eğitimde Program Geliştirme: "teori ve teknikler". Ankara: Alkım Kitapçılık Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS
WEEK	TOPICS
1	Basic concepts related to program development
2	The basic requirement needed to develop the program
3	Types of programs
4	Theoretical foundations of curriculum development (Historical, Philosophical, Social, Economic Foundations)
5	Stages of program development;
6	The relations between the elements of curriculum development, and these items
7-8	
9	The relations between the elements of curriculum development, and these items
10	Models of curriculum development
11	Training program design approaches
12	The program development process
13	Program evaluation
14	New approaches to curriculum development in the world and in Turkey
15-16	

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

Instructor(s): Assoc. Prof. Dr. Zühal ÇUBUKÇU

Signature: Date:



SEMESTER 2011-2012

COURSE CODE	541601005	COURSE NAME	Values Education in Education

SEMESTER	l w	EEKLY (COURSE	PERIOD	T		COURSE OF				
	Theo		actice	Labratory	Credit	ECTS	TYPE	LANGUAGE			
FALL	3		0	0	3	10	COMPULSORY () ELECTIVE (X)	TR			
				C	OURSE CA	TAGORY					
Basic Science	ce	Education	onal Sci	ence				Social Science			
					SESSMENT		A Quantity	•			
					valuation T	%					
				Mid-T	erm		1	30			
				Quiz			,				
MID-TERM			Home			1	30				
				Projec							
				Report							
	TINIAI F			Otners	()		4	40			
	FINAL						1	40			
PR	EKEQU	IEITE(S)			course:						
COURSE DESCRIPTION				•	 Concepts related to audit and assessment, The role of audit and assessment in the education process, Audit types, 						
COUF	COURSE OBJECTIVES					Concepts related to audit and assessment, the role of audit and assessment in the education process, audit types, audit as a managerial tool, performance measurement and performance assessment, Multiple Assessment Approach and its useage in educational supervision					
ADDITIVE (
PROFESSIONAL EDUATION COURSE OUTCOMES				2. To as 3. To in 4. To	education, 2. To be understood different approaches and models about audit and assessment, 3. To be discussed performance assessment models for educational institutions,						
техтвоок					Kurnaz, N. ve Çetinolu, T. (2010). İç denetim, Kocaeli: Umuttepe Yayınları. Pehlivanlı, D. (2010). Modern iç denetim, İstanbul: Beta Yayınevi. Taymaz, H. (2010). Eğitim sisteminde teftiş: kavramlar, ilkeler, yöntemler, Ankara: PegemA Yayıncılık. Yörüker, S. ve Özeren, B. (2000). INTOSAI denetim standartlarına ilişkin Avrupa uygulama rehberi, Sayıştay Başkanlığı Araştırma İnceleme Çeviri Dizisi: 14.						
OTHER REFERENCES TOOLS AND EQUIPMENTS REQUIRED					 Akal, Z. (1996). İşletmelerde performans ölçüm ve denetimi: (çok yönlü performans göstergeleri), Ankara: Milli Prodüktivite Merkezi Yayınları. Cengiz, C. (1992). Milli Eğitim Bakanlığı Bakanlık müfettişlerinin yetiştirilmesi ve teftişin geliştirilmesi, İstanbul: Milli Eğitim Bakanlığı. Yurdakul, Ç. (2007). Denetim ve raporlama, Ankara: Gazi Kitabevi. Öztürk, A. T. (2007). Türk kamu yönetiminde bireyden devlete yönetsel denetim süreci, Ankara: Platin Yayıncılık. 						
TOOLS AND	LWUIPI	VIEIVI 10 K	LUUIKE	ע.							

	COURSE SYLLABUS
WEEK	TOPICS
1	Values education in terms of development
2	Values education in terms of development
3	Values education in terms of cultural foundations
4	Values education in terms of cultural foundations
5	Values education in terms of past experiences (pre-learning)
6	Methodological aspects of values education
7-8	
9	Values education in terms of value classification
10	Values education in terms of value classification
11	Roles in values education (parent, teacher, student)
12	Roles in values education (parent, teacher, student)
13	Values education in school
14	Values education outside of school
15-16	

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

Instructor(s): Prof. Dr. M. Bahaddin ACAT

Signature: Date:



SEMESTER Fall/Spring

COURSE CODE	541601006	COURSE NAME	Approaches in Curriculum Development
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SEMESTER	WF	EKLY COURSE	PFRI	OD				
JEMEO I EIX	Theory			ratory	Credit	ECTS	COURSE OF TYPE	LANGUAGE
	3	0	Lub			COMPULSORY () ELECTIVE (X)	TR	
			1	CC	URSE CA	_	, ,	
Basic Scier	nce	Educational Sc	ience				chool Teaching	Social Science
Dasic Ocici	100	Laucational oc	iciicc		<u> </u>	illiary Oc	moor reaching	Oocial Ocicilec
				ΔSS	ESSMENT	CRITERI	Δ	
					aluation T		Quantity	%
			-	Mid-Tei	30			
			-	Quiz	- 00			
	MID-TE	:RM	F	Homework 1				30
			F	Project	OTIC		'	- 00
			-	Report				
			F	Others (′ \			
	FINAL E	VAM		Others ()		1	40
DE	REREQUI		-				l I	1 40
		. ,		Currious	um dovolo	ment aim	s at improving the life in school a	and school
COU	RSE DES	CRIPTION			ment and le			anu 3011001
							riculum development, theoretical	hase of curriculum
cou	IRSE OB.	JECTIVES					es and their preparations, curricu	
					es in educa			
ADDITIVE	OF COU	RSE TO APPLY	,				students will possess the requi	red professional skills
		L EDUATION					ruction and curriculum developm	
COURSE OUTCOMES				 Understands theoretical base of curriculum development Understands theories about the organization of curriculum development. Understands curriculum types and their preparations Understands the relationship between curriculum and instruction Understands the contribution of curriculum to the instruction process Understands creativeness in education and instruction Understands curriculum development examples in education 				
	TEXTBO	OOK		0.	Oridorota	ilao oailio	alam development examples in t	oddodion
1. Anderson, L. W. (1999). Rethinking Bloom's Taxonomy: Implications of Testing and Assessment. ERIC, ED 435 630, TM 030 228. 2. Anderson, L. W. (2005). Objectives, Evaluation, and the Improvement Education. Studies in Educational Evaluation, 32, 102-113. 3. Amer, A. (2006). Reflections on Bloom's Revised Taxonumy. Electron Journal of Research in Educational Psychology, 4/8, 213-230. 4. Bekdemir, M. ve Selim, Y. (2008). Revize Edilmiş Bloom Taksonomis Cebir Öğrenme Alanı Örneğinde Uygulaması. Erzincan Eğitim Fakülte Dergisi, 10/2, 185-196. 5. Demirel, Ö. (2003). Kuramdan Uygulamaya Eğitimde Program Geliştir Ankara: PegemA Yayıncılık. 6. Erden, A. M. (1995). Eğitimde Program Değerlendirme. Ankara: Pege Yayıncılık. 7. Ertürk, S. (1997). Eğitimde Program Geliştirme. Ankara: METEKSAN. 8. Forehand, M. (2005). Bloom's Taxonomy: Orginal and Revised. Emer Persceptives on Learning, Teaching, and Technology (e-Book). http://eit.tamu.edu/J/DE/BloomsTaxonomy.pdf (Alınma tarihi: 29.03.2 9. Kısakürek, M. A. (1983). Eğitim Programlarının Hazırlanması ve Geliştirilmesi. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 16 217-244. 10. Krathwohl, D. R. (2009). Bloom Taksonomisinin Revizyonu: Genel Bir				Improvement of 13. umy. Electronic 3-230. n Taksonomisi ve Eğitim Fakültesi ogram Geliştirme. Ankara: Pegem METEKSAN. Levised. Emerging -Book). tarihi: 29.03.2010). ması ve esi Dergisi, 16/1,				

 ·
(Çev.: D. Köğce, M. Aydın ve C. Yıldız) İlköğretim Online, 8/3, 1-7.
htpp://ilkogretim-online.org.tr
11. Küçükahmet, L. (2003). Öğretimde Planlama ve Değerlendirme. Ankara:
Nobel Yayın Dağıtım.
12. Näsström, G. (2009). Interpretation of Standards with Bloom's Revised
Taxonomy: A Comparison of Teachers and Assessment Experts. Gunilla
International Journal of Research & Method in Education, 32/1, 39-51.
13. Oliva P. F. (1988). Developing the Curriculum. USA: Scott, Foresman and
Company.
14. Sönmez, V. (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı
Yayıncılık.
15. Varış, F. (1996). Eğitimde Program Geliştirme. Ankara: Alkım Kitapçılık
Yayıncılık.
16. Wulf, K. M. & Schave, B. (1984) Curriculum Design, A Handbook for
Educators. USA: Foresman and Company.
17. Yüksel, S. (2007). Bilişsel Alanın Sınıflamasında (Taksonomi) Yeni
Gelişmeler ve Sınıflamalar. Türk Eğitim Bilimleri Dergisi, 5/3, 479-
509.

TOOLS AND EQUIPMENTS REQUIRED

	COURSE SYLLABUS				
WEEK	TOPICS				
1	Information about and Introduction to the course and general concepts				
2	Education, training, curriculum				
3	Education curriculum development applications				
4	Theoretical principles of curriculum development				
5	With the current theories of curriculum development				
6	The program types and their preparation				
7-8					
9	Curriculum development activities in Turkey				
10	Creativity in education and training and curriculum development				
11	Constructivism and curriculum development				
12	New trends in education and curriculum development				
13	Examples of curriculum development in education				
14	Curriculum development in other countries				
15-16					

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

Instructor(S	١
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Signature:	Date:



SEMESTER Fall

COURSE CODE 541601007 COURSE NAME Teacher Education in Turkey

SEMESTER WEEKLY COURSE PE		PERIOD				COURSE OF				
	Theory	Practice	Labora	ory	Credit	ECTS	TYPE	LANGUAGE		
1	3	0	0		3	10	COMPULSORY () ELECTIVE (X)	Turkish		
		•	•		COURSE	CATAG	ORY			
Professiona	l Co.	4 4 /	la.a	Ger	neral Cultu	ıre	Flooting Co.			
Knowledge	Con	tent Knowled	ige	K	Knowledge Elective Course					
				General Knowledge(X) Content Knowledge ()						
				ASSESSMENT CRITERIA						
				Εv	aluation T	уре	Quantity	%		
			1st	1st Mid-Term			1	30		
			2nc	Mic	l-Term		-	-		
	MID-TERM		Qui	Z			-	-		
	IVIID-I EKIV	I	Hor	new	ork		1	30		
			Pro	ect			-	-		
			Rep	ort			-	-		
					()		-	-		
F	INAL EXA	M					1	40		
PRE	REQUISIT	E(S)					None			
COURSE DESCRIPTION COURSE OBJECTIVES			Edu sub sch traii Edu Tea in	cations cation	on of presson area teat for primare institutes, on facultier training vey, Endeaton and Heducation explain exp	chool teachers, Try educa, Higher es, Subjeria distantavors reguligher Education education education teacher education end teacher education education end teacher education end	m, Teaching profession and queries, Education of primary schools for teacher training, Teacher teacher training, Teacher teacher training Master ce education, restructuring of teacher training teacher competencies of ducation Council in Turkey, Activated the profession and qualifications of preschool teachers of primary school teachers of subject area teachers there education models in Turkey ing endeavors regarding teacher	ool teachers, Education of Turkey: Teacher training teacher training, Teacher eacher training colleges, programs (Non-Thesis), acher education programs conducted by Ministry of creditation endeavors in on system.		
ADDITIVE OF COURSE TO APPLY				comprehend endeavors regarding teacher competencies in Turkey explain accreditation endeavors in teacher education Through the Teacher Training Issue in Turkey, students are expected to know the models of teacher education in Turkey and comprehend endeavors regarding						
PROFESS	SIONAL ED	DUCATION		teacher competencies in Turkey.						
 knows the general characteristics of the Turkish education systematics. knows patterns of teacher education in Turkey. knows the studies carried out in Turkey on teacher competence. knows the teacher competencies in Turkey. 										
	TEXTBOOI	K	Ayr		ilimci, Son ademi Yay		1). Türkiye'de Öğretmen Yetişti	rme. Ankara: Pegem		
Duman, Tayip. Türkiye'de Ortaöğretime Öğre Eğitim Bakanlığı Yayınları, 1991. OTHER REFERENCES Kavcar, Cahit. "Yüksek Öğretmen Okullarının Öğretmen Yetiştiren Yükseköğretim Geleceği Sempozyumu, 8–11 Haziran 1				Yayınları, 1991. Öğretmen Okullarının Öğretme ştiren Yükseköğretim Kurun	en Yetiştirmedeki Yeri", nlarının Dünü-Bugünü-					

	Küçükahmet, Leyla. "Bir Meslek Olarak Öğretmenlik", Öğretmenlik Mesleğine Giriş.			
	İstanbul: Alkım Yayınevi, 1999, ss.1-14.			
	MEB- Milli Eğitim Bakanlığı. Öğretemenlik Mesleği Genel Yeterlikleri. Ankara:			
	MEB Öğretmen Yetiştirme Genel Müdürlüğü, 2006.			
	Okçabol, Rıfat. Öğretmen Yetiştirme Sistemimiz. Ankara: Ütopya Yayınevi, 2005.			
	Öztürk, Cemil. "Türkiye'de Öğretmen Yetiştirme ve Eğitimi", Eğitim Bilimine Giriş.			
	(Editör: Ayla Oktay). Ankara: Pegem A Yayıncılık, 2007, ss. 303–332.			
	Öztürk, Cemil. Türkiye'de Dünden Bugüne Öğretmen Yetiştiren Kurumlar.			
	İstanbul: Milli Eğitim Bakanlığı Yayınları, 2005.			
	Öztürk, Cemil. "Cumhuriyet Döneminde Öğretmen Yetiştirme", 75 Yılda Eğitim. (Editör: Fatma Gök). İstanbul: Türkiye İş Bankası Yayınları, 1999, ss. 283–			
	(Editor. Fatina Gok). İstanbul. Türkiye iş Bankası Yayınları, 1999, ss. 203–310.			
	Sağlam, Mustafa. "İlköğretim Sınıf Öğretmenlerinin Eğitimi", Türk Eğitim Tarihi.			
	(Editör: Mustafa Sağlam). Eskişehir: Anadolu Üniversitesi Yayınları, 2007,			
	ss. 105-130.			
	Sağlam, Mustafa. "Öğretmen Eğitimi", Eğitim Bilimine Giriş. (Editör: Mehmet			
	Gültekin). Eskişehir: Anadolu Üniversitesi Yayınları, 2008, ss. 198-223.			
	Türkoğlu, Pakize. Tonguç ve Enstitüleri. İstanbul: Türkiye İş Bankası Kültür			
	Yayınları, 2000.			
	Varış, Fatma. "Öğretmen Yetiştirme Üzerine", 50. Yıla Armağan. Ankara: A. Ü.			
	Eğitim Fakültesi, 1973, ss. 47-65.			
	Yaşar, Şefik. "Öğretmenlik Mesleği ve Öğretmenin Nitelikleri", Eğitim Bilimine Giriş.			
	(Editör: Mehmet Gültekin). Eskişehir: Anadolu Üniversitesi Yayınları, 2008,			
	ss. 178–197. Yaşar, Şefik. "Bir Meslek Olarak Öğretmenlik", Öğretmenlik Mesleğine Giriş .			
	(Editör: Ersan Sözer). Eskişehir: Anadolu Üniversitesi Yayınları, 2001, ss.			
	15–26.			
	YÖK- Yükseköğretim Kurulu. Eğitim Fakültelerinde Uygulanacak Yeni			
	Programlar, 2007.			
	YÖK- Yükseköğretim Kurulu. Eğitim Fakülteleri Öğretmen Yetiştirme			
	Programlarının Yeniden Düzenlenmesi. Ankara: Yükseköğretim Kurulu			
	Başkanlığı Yayınları, 1998.			
TOOLS AND EQUIPMENTS REQUIRED	Textbook and other references.			

	Course syllabus					
Week	Topics					
1	Turkish educational system					
2	Teaching profession and qualifications of teachers					
3	Education of subject area teachers: Education of preschool teachers					
4	Education of primary school teachers					
5	Teacher education models in Turkey: Teacher training schools for primary education					
6	Village schools in terms of teacher training					
7	Mid-Term Exam Week					
8	Mid-Term Exam Week					
9	Teacher training institutes, Higher schools for teacher training, Teacher training colleges					
10	Education faculties					
11	Teacher training via distance education					
12	Restructuring of teacher education programs in Turkey					
13	Endeavors regarding teacher competencies conducted by Ministry of Education and Higher Education Council in					
13	Turkey					
14	Accreditation endeavors in teacher education					
15,16	Final Exam Week					

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

Instructor(s): Prof.Dr. Şefik YAŞAR Signature

Date: 15.02.2012



SEMESTER	Fall

COURSE CODE	541602005	COURSE NAME	Seminar
000.10-005-	0002000		Communication

SEMESTER	WEEKLY COURSE P		PERIOD			COURSE OF		
	Theor	y Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE	
II	3	0	0	0	10	COMPULSORY (X) ELECTIVE ()	Turkish	
			CO	URSE CA	ATEGOR	Υ		
Basic Scier	200	Educational				n and Instruction	Social Science	
Dasic Sciel	ice	Science	[if it	t contains	consider	able design, mark with $()$]		
% 60							% 40	
			ASSI	ESSMEN [®]	T CRITE	RIA		
				uation Ty	/pe	Quantity	%	
			Mid-Term					
			Quiz					
			Research	Homewor	k	1	30	
	MID-TEF	RM	Project			1	30	
			Report					
			Others (pr					
			summary of		sented			
_			discussion	1)				
	INAL EX		Report	Report 1			40	
	REQUIS		-					
COUR	SE DESC	CRIPTION	Research and application practices about the topic of thesis study.					
COUR	SE OBJ	ECTIVES		Being aware of current issues regarding the study subject of thesis and gaining information.				
		RSE TO APPLY EDUCATION						
COURSE OUTCOMES			 Gainir Havin Regar evalua 	ng ability ong the skiling the abiling scie ating the s	of plannir Il of deter ity of orde ntific, soo sources a	students: Ingresearch methods. Imining sources about the search field in the sources about the sources about and ethical values during the stand preparing the text. It is sentation about the evolution of the	ut the search field ges of collecting,	
R	EFEREN	CES						
OTHE	R REFE	RENCES						
TOOLS AND F	QUIPME	NTS REQUIRED						

	COURSE SYLLABUS						
WEEK	TOPICS						
1	Study on thedetermination of the subject of the thesis						
2	Pursuit of theliteratureaboutthetopic						
3	Evaluation						
4	Preparetionandpresentation of areport						
5	Pursuit of theliterature						
6	Essaysurveys						
7-8	Source surveys						
9	Evaluation						
10	Report preparetionandpresention						
11	Pursuit of theliterature						
12	Source surveys						
13	Essaysurveys						
14	Evaluation						
15-16	Preparetion and presention of the report						

	CurriculumandInstruction MS Degree Program Outcomes			
No	Program Outcomes	3	2	1
1	Participate in educational and training activities in the field of curriculum and instruction and to lead		Х	
	the spread of these activities.			
2	Develop competence in following international literature in the field of curriculum and instruction		Χ	
3	Review current and complex issues related to the field ofcurriculum and instruction by taking		Χ	
	advantage of method, design and application of other disciplines.			
4	Make scientific publications on national and international level in the field of curriculum and		Χ	
	instruction.			
5	Access originalinformationfromon thefield of	Х		
	curriculumandinstructionbyusingquantitativeandqualitativeresearchskills.			
6	Reflect to ethical principles to fields in her/his life	Х		
7	Design practical steps by developing effective training and management strategies	Х		
8	Contribute the field of curriculum and instruction with the original ideas and studies at the scientific	Х		
	meetings.			
9	Identify problem areas in thefieldof educationbyacquiringmaster'sdegreelevel of knowledge,		Χ	
	experienceandresearchcapabilities.			
10	Communicateeffectivelywithteacherstosupportthefieldwithnational,			Х
	internationalandinterdisciplinarystudies.			
11	Developstrategies and information which improve educational organizations in structional aspects.		Χ	
12	Design effectivelearningenvironmentsandappropriatecurriculumsforspecificfields.	Χ		
13	improve his/her knowledgeandskillstomakeinterdisciplinarystudiesbased on	Х		
	comprehendingtherelationshipbetweenotherinterdisciplinarystudiessuch as sociology, philosophy,			
	political science, anthropology, management science, behavioral science, psychology, literature and			
	economics.			
14	Havethefacilitiesandcompetencetomanipulatelearningenvironmentandmaterials.		Χ	
15	Produceprojectswhichfacilitateeducationalorganizationstofulfilltheirroles in theeconomic, social,		Χ	
	politicalandculturaldevelopment of thelearners.			
	1: None. 2: Partially. 3: Completely.			

Instructor	(s):All	Instructors
Signature:		

Date:



SEMESTER	Spring

COURSE CODE	541602701	COURSE NAME	Master Thesis

SEMESTER	WE	EKLY COURSE	PERIOD			COURSE OF		
	Theor	y Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE	
II	0	0	0	0	25	COMPULSORY (X) ELECTIVE ()	Turkish	
			CO	URSE CAT				
Basic Scie	nce	Educational			•	School Teaching	Social	
Science			if it contain	s conside	rable design, mark with $()$]	Science		
% 60							% 40	
				ESSMENT				
				aluation T	ype	Quantity	%	
			Mid-Ter	m				
			Quiz					
			Researc	h Homewo	rk			
	MID-TE	RM	Project					
			Report					
				Others (presentation,				
				summary of the presented				
			discussi	discussion)				
	FINAL E							
	REREQUI	. ,	-					
		CRIPTION		Research and application practices about the topic of thesis study.				
		IECTIVES	Learning	Learning how to conduct a research				
		RSE TO APPLY EDUCATION						
				nd of the co				
				J				
COURSE OUTCOMES								
				field.				
			4. Col	4. Collecting and evaluating the sources and preparing the text.				
			5. Bei	1				
	REFERE	NCES						
OTH	IER REFE	RENCES						
TOOLS AND	EQUIPM	ENTS REQUIREI)					

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Study on the determination of the subject of the thesis					
2	Pursuit of the literature about the topic					
3	Evaluation					
4	Preparetion and presentation of a report					
5	Pursuit of the literature					
6	Essay surveys					
7-8	Source surveys					
9	Evaluation					
10	Report preparetion and presention					
11	Pursuit of the literature					
12	Source surveys					
13	Essay surveys					
14	Evaluation					
15-16	Preparetion and presention of the report					

	Curriculum and Instruction MS Degree Program Outcomes			
No	Program Outcomes	3	2	1
1	Participate in educational and training activities in the field of curriculum and instruction and to lead the spread of these activities.		Х	
2	Develop competence in following international literature in the field of curriculum and instruction		Χ	
3	Review current and complex issues related to the field of curriculum and instruction by taking advantage of method, design and application of other disciplines.		Х	
4	Make scientific publications on national and international level in the field of curriculum and instruction.		Χ	
5	Access original information from on the field of curriculum and instruction by using quantitative and qualitative research skills.	Х		
6	Reflect to ethical principles to fields in her/his life	Х		
7	Design practical steps by developing effective training and management strategies	Х		
8	Contribute the field of curriculum and instruction with the original ideas and studies at the scientific meetings.	Х		
9	Identify problem areas in the field of education by acquiring master's degree level of knowledge, experience and research capabilities.		Х	
10	Communicate effectively with teachers to support the field with national, international and interdisciplinary studies.			Х
11	Develop strategies and information which improve educational organizations instructional aspects.		Χ	
12	Design effective learning environments and appropriate curriculums for specific fields.	Х		
13	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.	Х		
14	Have the facilities and competence to manipulate learning environment and materials.		Χ	
15	Produce projects which facilitate educational organizations to fulfill their roles in the economic, social, political and cultural development of the learners.		Х	
	1: None. 2: Partially. 3: Completely.			

Instructor(s): All Instructors **Signature**: Date:



SEMESTER Spring

COURSE CODE 541602001 COURSE NAME Research Methods in Education II

SEMESTER	W	EEK	LY COURSE	PERIOD			COURSE OF		
	Theo	ry	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE	
	3		0	-	3	10	COMPULSORY() ELECTIVE(X)	Turkish	
			C	OURSE C	ATEGOR	Υ	•		
D : 0 :	Educational					Scienc	ce Education	0 : 10 :	
Basic Scie	nce		Science	[i	f it contains	consider	able design, mark with $()$	Social Science	
	%80						. , , , , , , , , , , , , , , , , , , ,	%20	
<u> </u>				AS	SESSMEN	T CRITE	RIA	•	
					Evaluation	ո Type	Quantity	%	
				N	lid-Term		1	30	
				Q	uiz				
	MID)-TE	RM	Н	omework				
				Pr	oject		1	30	
				Re	eport				
				0:	thers ()			
	FINA	L E	XAM				1	40	
	PRERE	QUII	EITE(S)	-					
COURSE DESCRIPTION				- [- E - I - E	 Knowledge base of different qualitative research methods, Different qualitative research designs, Basic steps of qualitative research, Implementation of qualitative data analysis, Examination of a sample qualitative research topic, cover the content of this course. 				
COURSE OBJECTIVES			ex m ca pr	The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results.					
			RSE TO APPL EDUATION	.Y					
PROFESSIONAL EDUATION COURSE OUTCOMES			1. 2. 3. 4. 5.	At the end of the course, the students should be able to: 1. understand knowledge base in different qualitative research methods, 2. learn qualitative research designs, 3. comprehend basic steps of qualitative research, 4. interpret qualitative data analysis, 5. use qualitative research methods in education effectively, 6. plan, design, interpret and report an independent qualitative research					
ТЕХТВООК				Ar 2. Qi 3. (3 4.	 Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema Yayıncılık, Ankara. Miles, M. B. & Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London. Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks. Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara Articles (will be submitted by the instructor). 				
	OTHER REFERENCES S.B. Merriam, Qualitative research and case study applications in educations San Francisco: Jossey-Bass, 1998.						cations in education,		
TOOLS A	ND EQU	<u>IPM</u>	ENTS REQUI	RED -					

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

	 Persistent observation Referential adequacy Peer debriefing Reflexive journal Thick description Purposive sampling
	Audit trail. (Lincoln and Guba, Erlandson et al. 1993)
14	VII Reporting
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	Develop theory and strategies related to the problem areas in the field of educational administration and	Χ		
	supervision by acquiring master's degree level of knowledge, experience and research capabilities.			
2	Classify information in the field of Educational Administration and access unique knowledge systematically in	Χ		
	accordance with qualitative and quantitative research skills.			
3	Assess current and complex issues relating to the field of Educational Administration, develop new scientific	Χ		
	methods and take advantage of method, design and application of other disciplines.			
4	Make unique publications and focusing on creative issues at national and international levels by employing new	Χ		
	scientific methods in the field of Educational Administration.			
5	Develop new methods and strategies by using administrative processes such as decision making with creative	Χ		
	and critical thinking, planning, organization, coordination, monitoring and evaluation to solve the problems in the			
	field of Educational Administration.			
6	To participate in educational and training activities in the field of Educational Administration and to lead the	Χ		
	spread of these activities.			
7	Be aware of ethical principles and reflect these principles to the field practices.	Χ	.,	
8	to design practical steps by developing effective training and management strategies		Χ	
9	Contribute the field of Educational Administration with the unique ideas and studies at the scientific meetings.		Χ	
10	Develop competence in following international literature in the field of Educational Administration.	Χ		
11	Interact and communicate with the practitioners and employees in order to support the field with national,		Χ	
	international and interdisciplinary studies.			
12	Develop strategies and information which improve educational organizations structural and functional aspects.	Χ		
13	Contribute the development of educational organizations in the process of becoming a information society by	Χ		
	offering new approaches about management and controlling to the relevant individuals and institutions.			
14	develop an effective cooperation between policymakers, practitioners and researchers with the help of strategic		Χ	
	decision making process in order to solve problems in the field of Educational Administration.			
15	Produce knowledge and develop plans which facilitate the educational organizations to fulfill their roles in the	Χ		
	economic, social, political and cultural development.			
16	Know political, social, cultural, economic and international developments which dominate Turkish Educational	Χ		
	System and to do research in this direction.			
17	Be equipped with the ability to lead educational organizations.	Χ		
18	Comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political		Χ	
	science, anthropology, management science, behavioral science, psychology, literature and economics, to			
	make interdisciplinary studies and improve their knowledge and skills.			
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Prof. Dr. M. Bahaddin Acat **Signature**:

Signature: Date:



SEMESTER 2011-2012

SEMESTER		EKLY COURSE			I — I	COURSE OF	T		
EALL/ODENIA	Theor	•	Labratory	Credit	ECTS	TYPE	LANGUAGE		
FALL/SPRING 3 0		0							
			COURSE CATAGORY						
Basic Science		Educational					Social Science		
		Science							
			A C C	ESSMENT	CDITED	DIA			
				uation Typ			%		
			Mid-Term	uation Typ	е	Quantity 1	30		
			Quiz			I	30		
NAIT NAIT	D-TERM		Homework						
IVIIL	J- I EKIVI					1	30		
			Project Report			I	30		
				١					
FINI /	AL EXAN	Λ	Others ()		1	40		
							1 40		
PRERE	QUIEITI	=(3)	In this as:	200:					
COURSE	In this course: Know learning and factors of affecting learning; Comprehention of the learning principles, Application of learning principles to the instructional practices; Understand learning theories; Comprehention of the Memory and memory species; Learning process; Learnin styles Remembering-forget and factors of affecting remembering and forget Teaching teories Teaching principles Teaching strategies								
COURSE	OBJEC	TIVES	The main objectives of this course are learning and factors of affecting learning; learning principles, application of learning principles to the instructional practices; learning theories; memory and memory species; learning process; remembering-forget and factors of affecting remembering and forget, teaching teories, teaching principles, teaching strategies.						
ADDITIVE OF (PROFESSIO									
COURSE OUTCOMES			 Know learning and learning process Comprehend factors affecting learning Know different learning theories Know memory and memory species Comprehend remembering and forget Know teaching teories Comprehend teaching principles Understand teaching strategies 						
TE)	Demirel, Ö Pege Feldman, I Özden, Yü Senemoğlu Bilen, Müri	. (2004). Ö ma Yayınc R. S. (1996 ksel (2002) ı, Nuray (2 üvvet (2000	ğretimde ılık.). Unders . Öğrenr 005). Ge ı). Planla	e planlama ve değerlendirme, öğr standing psychology. Newyork: N me-Öğretme. Ankara: Pegem Ya elişim ve Öğrenme. Ankara: Anı Y nmadan Uygulamaya Öğretim. Ar ne Kuramları. Ankara: Nobel Yay	/lcgraw-Hill Inc. yıncılık. ′ayıncılık ıkara: Anı Yayıncılık.				

OTHER REFERENCES

Arı, A. (2005) Öğrencilerin Yaz Tatilindeki Öğrenme Kayıpları, Ankara: Asil Yay. Arkonaç, S. A. (1998) Psikoloji: Zihin süreçleri bilimi. İstanbul: Alfa Yayınları. Binbaşıoğlu, C. (1995). Eğitim psikolojisi (dokuzuncu baskı), Ankara. Çelen, N. (1999). Öğrenme psikolojisi. Ankara: İmge Kitapevi.

TOOLS AND EQUIPMENTS REQUIRED

	COURSE SYLLABUS							
WEEK	TOPICS							
1	Learning and the factors affecting learning							
2	Learning principles and implementation of learning principles							
3	Learning theories							
4	Learning theories							
5	Learning theories							
6	The process of learning							
7-8								
9	Memory and types of memory, remembering, forgetting and remembering-forgetting factors-							
10	Teaching theories							
11	Teaching theories							
12	Teaching principles							
13	Teaching strategies, methods and techniques							
14	Teaching strategies, methods and techniques							
15-16								

NO	PROGRAM OUTCOMES	3	2	1
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum		х	
	development in education			<u> </u>
2	Analyze and discuss curriculum development process thoroughly			X
3	Explain the teaching and learning process based on various teaching-learning theories	X		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		X	
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.			X
7	Apply the knowledge learnt in the field to solve current educational problems	X		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	Х		
9	Identify and disclosure the current problems in the field of curriculum and instruction		Х	
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and			х
10	techniques			
11	Apply quantitative and qualitative research methods properly and correctly			X
12	Report the findings of researches in the field of curriculum and instruction.		X	
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.		Х	
14	Use at least one foreign languages properly and accurately	X		
15	Have scientific and ethical values and conduct researches in parallel with ethical issues	X		
16	Evaluate educational issues and problems critically and reflectively.	X		
17	Properly apply information and communication technologies in the field	X		
18	Communicate impressively	X		
1 : Nor	ne. 2: Partially contribution. 3: Completely contribution.			

Instructor(s): Prof	. Dr.	М.	Bahaddin	ACAT
Signature:				

Date:



SEMESTER 2011-2012

COURSE CODE	541602003	COURSE NAME	Approaches in Individualization of Education

SEMESTER WEEKLY COURSE PERIOD					COURSE OF				
			Credit	ECTS					
Spring	3 0		Labratory	3	10	COMPULSORY () ELECTIVE (X)	TR		
Spring	J	U		URSE CAT	_		IIX		
Basic Science	Educ	cational Scier		ONOL OAI	AGGIKT		Social Science		
Busic ociciico	Laut	ational ocici					Oociai Ociciicc		
			ASSI	ESSMENT	CRITERI	A			
				uation Typ		Quantity	%		
			Mid-Term			1	30		
			Quiz						
N	IID-TERM		Homewor	k		1	30		
			Project						
			Report						
			Others ()					
FII	NAL EXAM		,	,		1	40		
PREF	REQUIEITE	E(S)					•		
COURS	E DESCRII	PTION	instructior responsib	n, individual ilities of th ization of	difference e teache	sation of teaching, factors that ces in the individualization of in er's in individualized educat in, scientific research about	struction, the duties and ion, approaches to the		
COURSE OBJECTIVES			2. Under are e	 Understanding individual differences in the individualization of instruction that are effective To explain the teacher roles and responsibilities in individualized education To understand the individualization in teaching approaches 					
ADDITIVE OF PROFESS									
COURS	 Knows Unders effective. Unders education Unders 	 Explains the basic concepts of individualisation of teaching. Knows the factors that require to individualize teaching. Understands individual differences in the individualization of instruction that are effective. Understands the roles and responsibilities of the teacher's individualized education. Understands approaches to personalization in education. Analyze scientific research into the individualization of instruction. 							
ті	EXTBOOK		Nob Demirel, (Senemoğ	Kuzgun, Yıldız ve Deryakulu, Deniz (2006). Eğitimde Bireysel Farklılıklar. Ankara: Nobel Yayın Dağıtım. Demirel, Özcan (2010). Eğitimde Yeni Yönelimler. Ankara: PegemA Yayıncılık. Senemoğlu, Nuray (2002). Gelişim Öğrenme. Ankara: Anı Yayıncılık.					
OTHER	Yay Erginer, I Yay Özden, Yi Saban, Al Sönmez, Yay Sönmez, Vester, F.	ıncılık. E. (2008). ıncılık: Ankı üksel (2002 nmet (2004 Veysel (200 ıncılık. Veysel (200 (1997) Düş	Öğretimi ara.). Öğreni). Öğretm)7). Prog (17). Öğre şünmek,	ğretim İlke ve Yöntemleri. Ar Planlama, Uygulama ve De me-Öğretme. Ankara: Pegem Y ne Kuramları. Ankara: Nobel Ya ram Geliştirmede Öğretmen El tim İlke ve Yöntemleri. Ankara: Öğrenmek, Unutmak: Öğrenme ın Arıtan), İstanbul: Arıtan Yay	eğerlendirme. Pegem A Yayıcılık. ayıncılık. Kitabı. Ankara: Anı Anı yayıncılık. e Kapasitenizi Nasıl				
TOOLS AND EC	<u>QUIPMENT</u>	S REQUIRED							

	COURSE SYLLABUS							
WEEK	TOPICS							
1	Basic concepts of individualisation of teaching							
2	Factors that require teaching to individualize							
3	Individual differences in the individualization of instruction							
4	Individualized education teacher's role and responsibilities							
5	Instructional approaches to personalization							
6	Instructional approaches to personalization							
7-8								
9	Instructional approaches to personalization							
10	Instructional approaches to personalization							
11	Examination of scientific research aimed at the individualization of instruction							
12	Examination of scientific research aimed at the individualization of instruction							
13	Applications for the individualization of instruction							
14	Applications for the individualization of instruction							
15-16								

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

Instructor(s): Assoc. Prof. Dr. Zühal ÇUBUKÇU Signature:

Date:



SEMESTER Fall/Spring

COURSE CODE	541602004	COURSE NAME	Learning Losses in Education

SEMESTER	WEE	KLY COURSE	OD COURSE OF						
			pratory Credit ECTS TYPE				LANGUAGE		
	3	-		-	3	10	COMPULSORY() ELECTIVE(X)	TR	
				CC	OURSE CA	TAGORY			
Basic Science Educational Science					Р	rimary So	chool Teaching	Social Science	
					ESSMENT				
				Evaluation Type Quantity			%		
				Mid-Term			1	30	
				Quiz					
MID-TERM			Homework			1	30		
				Project					
				Report					
				Others (()				
	FINAL EX						1	40	
PF	REREQUIE	ITE(S)							
COURSE DESCRIPTION				Learning and factors of affecting learning; Learning principles, application of learning principles to the instructional practices; Learning theories; Memory and memory species; Learning process; Remembering-forget and factors of affecting remembering and forget.					
COURSE OBJECTIVES				Students know that factors affecting learning, different learning theories memory and memory species remembering and forget, learning and learning process, factors affecting remembering and forget					
	ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION				By the end of this course, the students will possess the required professional skills for effective and efficient instruction.				
COURSE OUTCOMES				 Understands learning and learning process Understands factors Affecting Learning Understands different learning theories Understands memory and memory species Understands remembering and Forget Understands factors affecting remembering and forget 					
	TEXTBOOK				2. 2.122.012.120 12012.0 Gillouing ramoning and longer				
OTHER REFERENCES				 ARI, A. (2005) Öğrencilerin Yaz Tatilindeki Öğrenme Kayıpları, Ankara: Asil Yay. ARKONAÇ, S. A. (1998) Psikoloji: Zihin Süreçleri Bilimi, İstanbul: Alfa Yayınları. BİNBAŞIOĞLU, C. (1995) Eğitim Psikolojisi (Dokuzuncu Baskı), Ankara. ÇELEN, Nermin (1999) Öğrenme Psikolojisi, Ankara: İmge Kitapevi. DEMİREL, Ö. (2004) Öğretimde Planlama ve Değerlendirme, Öğretme Sanatı, Ankara: PegemA Yayıncılık. FELDMAN, R. S. (1996) Understanding Psychology, Newyork: McGraw-Hill,Inc. HEALY, J. M.(1999) Çocuğunuzun Gelişen Aklı (Çev.A.Dicleli),İst.:Boyner Holding Yay. ÖZDEN, Y. (2003) Öğrenme ve Öğretme, Ankara: PegemA Yayıncılık. VESTER, F. (1997) Düşünmek, Öğrenmek, Unutmak: Öğrenme Kapasitenizi Nasıl Artırabilirsiniz? (Çev. Aydın Arıtan), İstanbul: Arıtan Yayınevi. WOOD, D. (2003) Çocuklarda Düşünme ve Öğrenme (Çev.M.Ö.), Ankara: Doruk Yay. 					
TOOLS AND	FOLIPME	NTS REQUIRE	-D	D01	ian ray.				
TOOLS AND	LUUIPIVIE	NIO KEWUIKE	ע						

	COURSE SYLLABUS						
WEEK	TOPICS						
1	Information about and Introduction to the course and general concepts						
2	Education-teaching and learning						
3	Factors of affecting the learning						
4	Theories of learning and learning						
5	Memory and types of memory						
6	Forgetting and remembering						
7-8							
9	Elementary and Secondary Education Academic Year						
10	Comparison of Course of the Year in our country in some other European Countries						
11	The concept "Summer learning loss"						
12	Summer learning loss						
13	Some approaches to prevent the summer learning loss						
14	Some factors affecting fruitful summer vacation						
15-16							

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

Instructor(s)	
Signature:	Date:



SEMESTER Summer

COURSE CODE 541602006 COURSE NAME Education Statistics II

SEMESTER	WF	EKLY COL	JRSE PI	RIOD COURSE OF						
	Theory		Practice Labrate		Credit	ECTS	TYPE	LANGUAGE		
	3 0			-	3	10	COMPULSORY() ELECTIVE(X)	Turkish		
			OURSE CA	ATAGOR	Υ					
Basic Science Educational Science						Social Science				
				AS	SESSMEN	T CRITEI	RIA			
				Ev	aluation Ty	/pe	Quantity	%		
			Mid-Ter		•	•				
			Quiz							
	MID-TERM			Homewo	ork		1	40		
				Project						
				Report						
				Others ()					
F	INAL EX	(AM		ì	•		1	60		
PRE	REQUIE	ITE(S)		None						
				- Basic c	oncept rela	ted to sta	tistics			
					ng methods					
221-					ical distribu					
COUR	SE DESC	CRIPTION			tendency a					
					- Correlation and regression analysis,					
					- Hypothetical test, cover the content of this course.					
							nan değişkenlere ilişkin tanımlayıcı	istatistikleri		
COUR	SE OBJ	ECTIVES		hesaplayabilmeleri, hipotez testlerini kullanarak değişkenler arasındaki ilişkileri						
				inceleyebilmeleri ve yorumlayabilmeleri amaçlanmaktadır.						
ADDITIVE C	F COUR	SE TO AP	PLY							
PROFES	SIONAL	EDUATIO	N							
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).							
			1. Alpar, R. (2001). Spor Bilimlerinde Uygulamalı İstatistik. Nobel Yayınları, Ankara.							
TEXTBOOK			2. Arıcı, H. (2005). İstatistiksel Yöntemler. Meteksan, Ankara.							
OTHE	R REFE	RENCES		 Baykul, Y. (1997). İstatistik, Metodlar ve Uygulamalar. Anı Yayıncılık, Ankara. Büyüköztürk, Ş. (2007). Sosyal Bilimler İçin Veri Analizi El Kitabı. 8. Baskı, Pegen A Yayınları, Ankara. Hovardaoğlu, S. (1994). Davranış Bilimleri İçin İstatistik. Hatipoğlu Yayınları, Ankara. Karasar, N. (2000). Bilimsel Araştırma Yöntemi: Kavramlar, İlkeler, Teknikler. 10. Baskı, Nobel Yayınları, Ankara. Özdamar, K. (1999). Paket Programlar ile İstatistiksel Veri Analizi. Kaan Kitabevi, Eskişehir. Siegel, S. (1977). Davranış Bilimleri İçin Parametrik Olmayan İstatistikler. Çeviren Yurdal Topsever, A.Ü. Dil ve Tarih Coğrafya Fakültesi Yayınları, Ankara. 						

	9. Tatlıdil, H. (1992). Uygulamalı Çok Değişkenli İstatistiksel Analiz. Ankara.
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS					
WEEK	TOPICS					
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					

No	Program Outcomes	3	2	1
1	Develop theory and strategies related to the problem areas in the field of educational administration and	Χ		
	supervision by acquiring master's degree level of knowledge, experience and research capabilities.			
2	Classify information in the field of Educational Administration and access unique knowledge systematically in	Χ		l
	accordance with qualitative and quantitative research skills.			
3	Assess current and complex issues relating to the field of Educational Administration, develop new scientific	Χ		
	methods and take advantage of method, design and application of other disciplines.			<u> </u>
4	Make unique publications and focusing on creative issues at national and international levels by employing new		Χ	1
	scientific methods in the field of Educational Administration.			<u> </u>
5	Develop new methods and strategies by using administrative processes such as decision making with creative	Χ		1
	and critical thinking, planning, organization, coordination, monitoring and evaluation to solve the problems in the			1
	field of Educational Administration.			
6	To participate in educational and training activities in the field of Educational Administration and to lead the		Χ	l
	spread of these activities.			
7	Be aware of ethical principles and reflect these principles to the field practices.	Χ		
8	to design practical steps by developing effective training and management strategies	Χ		
9	Contribute the field of Educational Administration with the unique ideas and studies at the scientific meetings.	Χ		<u> </u>
10	Develop competence in following international literature in the field of Educational Administration.		Χ	
11	Interact and communicate with the practitioners and employees in order to support the field with national,	Χ		l
	international and interdisciplinary studies.			
12	Develop strategies and information which improve educational organizations structural and functional aspects.	Χ		
13	Contribute the development of educational organizations in the process of becoming a information society by	Χ		l
	offering new approaches about management and controlling to the relevant individuals and institutions.			
14	develop an effective cooperation between policymakers, practitioners and researchers with the help of strategic	Χ		l
	decision making process in order to solve problems in the field of Educational Administration.			
15	Produce knowledge and develop plans which facilitate the educational organizations to fulfill their roles in the		Χ	l
	economic, social, political and cultural development.			
16	Know political, social, cultural, economic and international developments which dominate Turkish Educational		Χ	l
	System and to do research in this direction.			
17	Be equipped with the ability to lead educational organizations.		Χ	
18	Comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political	Χ		
	science, anthropology, management science, behavioral science, psychology, literature and economics, to			l
	make interdisciplinary studies and improve their knowledge and skills.			
	1: None. 2: Partially. 3: Completely.			

Date:

Instructor(s): Asistant Professor Ümit Çelen

Signature:



SEMESTER Spring

COURSE CODE	541602007	COURSE NAME	Approaches of Curriculum Evaluation in Education

SEMESTER	WE	EKLY COURSE	PERIOD			COURSE OF				
	Theory	Practice	Laboratory	Credit	ECTS		LANGUAGE			
2	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish			
			C	COURSE CATAGORY						
Professiona	ر ا	ontent Knowled	Gen	eral Cultur	е	Elective Cours	20			
Knowledge	C	ontent Knowled	^{ige} K	nowledge		Elective Cours	SE			
				General Knowledge () Content Knowledge (X)						
			ASS	SESSMENT	CRITE	RIA				
			Ev	valuation T	уре	Quantity	%			
			1st Mid	-Term		1	30			
			2nd Mi	d-Term		-	-			
	MID-TE	DM	Quiz			-	-			
	IVIID-IE	KIVI	Homew	/ork		1	30			
			Project			-	-			
			Report			-	-			
			Others	()		-	-			
	FINAL EX	KAM		,		1	40			
PR	EREQUI	SITE(S)				None	•			
	Program development, program evaluation, The need for program e Program evaluation process, Program evaluation models, Evaluation of programs: Product and achievement directed program evaluation, element directed evaluation, Types of data used in program evaluation, methods used in program evaluation: Quantitative researches, Coresearches, Data gathering tools used in researches, Reliability an studies of the data gathering tools in researches, The analysis and interested of the data obtained in researches, Reporting the findings of the Program evaluation studies conducted in Turkey explain the concepts of program development and program evaluation the need for program evaluation. explain program evaluation process. explain program evaluation models. comprehend research methods used in program evaluation proces explain data gathering tools used in program evaluation proces. explain data gathering tools used in program evaluation proces do reliability and validity studies of data gathering tools used in researches.					valuation of education evaluation, program evaluation, Research earches, Qualitative eliability and validity sis and interpretation the research, program evaluation. aluation process. ation process. tools used in the researches.				
			•	explain how to report the findings of the researches.						
			▼	 comprehend the program evaluation studies conducted in Turkey. Through the Program Evaluation Approaches in Education course students are 						
ADDITIVE	OF COU	RSE TO APPLY								
PROFES	SIONAL	EDUCATION				n evaluation in education. And also,	the students are			
COL	JRSE OU	гсомеѕ	• expecte	 knows the program evaluation process. knows the models of program evaluation. 						
	TEXTBO	OOK		Yüksel, İsmail ve Sağlam, Mustafa. (20129. Eğitimde Program Değerlendirme. Ankara, Pegem Akademi Yayınları.						
ОТН	Arslan, Ali ve Demirel, Özcan. (2007). İlköğretim 5. Sınıf Sosyal Bilgiler Ders Öğretim Programının Değerlendirilmesi. Milli Eğitim. 175, ss. 198-2 OTHER REFERENCES Bayrak, Beyza ve Erden, Münire A. (2007). Fen Bilgisi Öğretim Progra Değerlendirilmesi. Kastamonu Eğitim Dergisi. 15(1), ss. 137-154. Demirel, Özcan; Şahan, Hasan H.; Ekinci, Necla; Özbay, Alev; Begimgil, Mu					n. 175, ss. 198-208. Öğretim Programının 1), ss. 137-154.				

	(2006). Basamaklı Öğretim Programının Süreç ve Ürün Açısından Değerlendirilmesi. Milli Eğitim. 172, ss. 72-90. Demirel, Özcan. (2003). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Ankara: Pegem Yayıncılık. Ertürk, Selahattin. (1972). Eğitimde Program Geliştirme. Ankara: Hacettepe Üniversitesi Basımevi. Gözütok, Dilek. (1999). Program Değerlendirme. Cumhuriyet Döneminde Eğitim II. Ankara: Milli Eğitim Bakanlığı Basımevi, ss. 160-174 Şahin, İsmet. (2008). Yeni İlköğretim Birinci Kademe Fen ve Teknoloji Programının Değerlendirilmesi. Milli Eğitim. 177, ss. 181-206. Turgut, Fuat. (1983). Program Değerlendirme. Cumhuriyet Döneminde Eğitim I. İstanbul: Milli Eğitim Basımevi, ss. 215-231. Yaşar, Şefik ve Selvi, Kıymet. (1999). Ortaöğretim Fen Eğitimi Programlarının Değerlendirilmesi. 4. Ulusal Eğitim Bilimleri Kongresi Bildiriler I.
TOOLS AND EQUIPMENTS REQUIRED	Eskişehir: Anadolu Üniversitesi Eğitim Fakültesi Yayınları, ss. 108-121. Textbook and other references.

	Course syllabus					
Week	Topics					
1	Program development, program evaluation					
2	The need for program evaluation, Program evaluation process					
3	Program evaluation models					
4	Evaluation of education programs: Product and achievement directed program evaluation					
5	Program element directed evaluation					
6	Types of data used in program evaluation					
7	Mid-Term Exam Week					
8	Mid-Term Exam Week					
9	Research methods used in program evaluation: Quantitative researches					
10	Qualitative researches					
11	Data gathering tools used in researches					
12	Reliability and validity studies of the data gathering tools in researches					
13	The analysis and interpretation of the data obtained in researches, Reporting the findings of the research					
14	Program evaluation studies conducted in Turkey					
15,16	Final Exam Week					

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

Instructor(s): Prof.Dr. Şefik YAŞAR Signature **Date:** 15.02.2012



SEMESTER 2011-2012

AALIDAE AADE	E44000000	ACUBAE MAME	0, 1, 0, 0, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,
COURSE CODE	541602008	COURSE NAME	Student-Centered Education

SEMESTER	WEEK	LY COURSE	PERIOD	RIOD COURSE OF						
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE			
FALL/SPRING	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	TR			
	COL	COURSE CATAGORY								
	Ec	ducational					Social			
Basic Science	Basic Science Science						Science			
	U		ASSE	SSMENT (RITERI	A				
			Eval	uation Typ	е	Quantity	%			
			Mid-Term	-		1	30			
			Quiz							
MII	D-TERM		Homework	(
			Project			1	30			
			Report							
			Others ()						
FINA	AL EXAM		041010 (1	40			
	QUIEITE(S	:1				'	10			
IIILIIL	- 451LII L(U	'1	• Dhilos	onhical and	d nedan	ogical foundations of student-cer	stered education			
						ate the learning process in terms				
				aches in ec			OI II autilioriai			
						nts of student-centered training p	orograms			
					•	ntered learning environment	Jograms,			
COURSE	DESCRIPT	ION					ion			
			Review learning theories in terms of student-centered education, • Arrangement the student-centered learning-teaching activities,							
			Student-centered learning-teaching strategies							
			Methods, In the context of developing technology student-centred distance							
			education, measuring and evaluating student-centered practices							
			The main objectives of this course are to comprehend philosophical foundations							
			of student-centered education, to							
			understand pedagogical basics of the student-centered education, to comprehend							
COURSE	OBJECTIV	/ES	features and development of student-centered training programs, to arrange the							
			student-centered learning environments, to research learning theories in terms of							
			student-centred education, to arrange the student-centered learning-teaching							
			activitie to use student-centered measuring and evaluating.							
ADDITIVE OF (
PROFESSIO	JNAL EDUA	ATION	1 Carrer	نام اممام	م نما مدم ا	al farmadations of student south	al advaatias			
						al foundations of student-centere basics of the student-centered e				
					-	ucation in terms of the learning p				
						s that breed solutions	iocess by			
COURSE	OUTCOM	FS				nt of student-centered training p	rograms			
						ered learning environments	og. a.mo			
						in terms of student-centred educ	cation			
						ring and evaluating practices				
			Murdoch k	(. ve Wilsor	ı, J. (200	04). Creating a lerner-centred pri	mary clasroom.			
TE)	KTBOOK			n: Routledg						
						centred teaching. San Francisco				
					ğitimde `	Yeni Yönelimler. Ankara: Pegem	Akademi			
OTHER F	REFERENC	ES		ncılık.						
		_ -				mind: The theory of multiple into	elligences. New			
			York: Basic Books.							

	Campbell, L. ve ark. (1996). Teaching & learning through multiple intelligences. Massachusetts: A Simon & Schuster Company.
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Philosophical and pedagogical foundations of student-centered education					
2	Philosophical and pedagogical foundations of student-centered education					
3	Problems engendered by traditional approaches to education in terms of the learning process					
4	Characteristics and development of student-centered educational programs					
5	Characteristics and development of student-centered educational programs					
6	Regulation of student-centered learning environments					
7-8						
9	Examination of theories of learning in terms of student-centered education					
10	Examination of theories of learning in terms of student-centered education					
11	Regulation of student-centered teaching-learning activities					
12	Student-centered learning and teaching strategies and methods					
13	Student-centered assessment and evaluation practices					
14	Student-centered distance education in the context of emerging technologies					
15-16						

NO	PROGRAM OUTCOMES	3	2	1
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum		~	
I	development in education		X	
2	Analyze and discuss curriculum development process thoroughly			X
3	Explain the teaching and learning process based on various teaching-learning theories	X		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		X	
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.			X
7	Apply the knowledge learnt in the field to solve current educational problems	Х		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	Х		
9	Identify and disclosure the current problems in the field of curriculum and instruction	Х		
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods			х
	and techniques			
11	Apply quantitative and qualitative research methods properly and correctly			X
12	Report the findings of researches in the field of curriculum and instruction.	X		
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.		X	
14	Use at least one foreign languages properly and accurately		X	
15	Have scientific and ethical values and conduct researches in parallel with ethical issues	X		
16	Evaluate educational issues and problems critically and reflectively.	X		
17	Properly apply information and communication technologies in the field	X		
18	Communicate impressively	X		
1 : Nor	ne. 2: Partially contribution. 3: Completely contribution.			

Instructor(s): Prof. Dr. M. Bahaddin ACAT Signature:

Date:

SEMESTER 2011-2012

COURSE CODE	541602009	COURSE NAME	Instructional Leadership

SEMESTER	WEEKI	Y COURSE	PERIOD			COURSE OF	
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	0	3	10	COMPULSORY() ELECTIVE(X)	TR
				URSE CAT	AGORY		
Basic Science	Educ	ational Scie	nce				Social Science
			A C C	COMENT.	CDITEDI	14	
				ESSMENT luation Typ		Quantity	%
			Mid-Term		· C	quantity 1	40
			Quiz	<u> </u>		ı	40
MI	D-TERM		Homewor	k			
			Project				
			Report				
			Others ()			
	AL EXAM					1	60
PRERE	QUIEITE(S)					
COURSE	DESCRIPT	ION	managem school effective behaviors managem culture, d instruction	ent and so administrate schools, so , the scho- lent, develo levelopment al leadersh	chool lead of the chool lead of the chool lead of scholip in Turk	adership, school principals' institution and mission management of school staff, creating a positive ool-community-family relations key and the world.	school administrator, ion and training, structional leadership ent, school program re school climate and
COURSE OBJECTIVES			 Explanation of the concepts of leader and leadership Explanation of the concepts of executive and management Understanding the management and leadership theories comprehension Knowledge of leadership roles of the school manager Understanding the school administrator's responsibilities as the leader of the education and training Understanding the role of leadership in creating an effective school Knowledge of instructional leadership behaviors of school principals Analyzes some research on instructional leadership in Turkey and the world 				
ADDITIVE OF (==:::						
COURSE OUTCOMES		 Explain the concepts of leader and leadership. Explain the concepts of manager and executive. Understands theories of leadership and management. Knows the school administrator leadership roles. Understands responsibilities as a leader in education and training of school managers. Understands the role of leadership in creating an effective school. Knows that the leadership behaviors of school principals. Analyzes some research on instructional leadership Turkey and the world. 					
TEX	КТВООК		Bursalıoğlu, Z. (1991). Eğitim yönetiminde teori ve uygulama. Ankara: Pegema. Bursalıoğlu, Z. (1999). Okul yönetiminde yeni yapı ve davranış. Ankara: Pegema. Şişman, M. (2002). Öğretim liderliği. Ankara: Pegema.				
OTHER F	REFERENC	ES	Şişman, N Yay Şişman, N	/l. (2011). È Inlari.	ğitimde n	tim ve okul yöneticiliği el kitabı. nükemmellik arayışı. Ankara: Pe 1). Eğitimde Toplam Kalite Yöne	egem Akademik
TOOLS AND FOL	JIPMENTS	REQUIRED	Ì				

	COURSE SYLLABUS				
WEEK	TOPICS				
1	Management and leadership approaches and theories				
2	School administrators and school leadership				
3	The school administrator's leadership role in				
4	A school administrator as the leader of education and training				
5	Effective schools, school leadership				
6	School principals' instructional leadership behaviors				
7-8					
9	The school's vision and mission management				
10	School program management				
11	School staff development				
12	The creation of a positive school climate and culture				
13	The development of school-community-family relations				
14	Some research on instructional leadership in Turkey and the world				
15-16					

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

Instructor(s): Prof. Dr. Mehmet ŞİŞMAN Signature:

Date:



SEMESTER	Spring

COURSE CODE	541602010	COURSE NAME	Current Issues in Language Curriculum and Teaching

WEEKLY COURSE PERIOD						COURSE OF	
SEMESTER	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	-		3	10	COMPULSORY ELECTIVE	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	Х	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	Mid-Term		
	Quiz		
MID – TERM	Homework	1	25
	Project	1	25
	Report		-
	Others ()		
FINAL EXAM	,		50
PREREQUIEITE(S)		l	I
COURSE DESCRIPTION	program development, testi processes, thus to investiga social differences. In this co and who are related with En aware of the current issues these issues referring to the this way, it is intended to er theories in language curricu		teaching-learning ed due to individual and who will take this course ivate schools will be couraged to discuss asonable solutions. In
COURSE OBJECTIVES	outcomes. *investigate and review the analyze language teaching these processes.	riculums in terms of basic comp related literature. and learning process and lang es in the related lituarture and d	uage learners' needs in
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	learning and teaching strate courses can be a guide for curriculum and its teaching	riculums differ from other basic egies, processes, learners' nee the graduate students thanks to basics. In that sense, the curred led with the teachers who haven.	ds and outcomes. This o its focus on language ent issues urged in
COURSE OUTCOMES	Within the framework of this lesson, the graduate students will be able to discuss the current issues in language teaching curriculum and its applications and as a result of discussions on the basic concepts on curriculum designs, they will be able to offer reasonable solutions. Additionally, they will be able to review the related literature on the current issues in language teaching curriculum all over the world and they will be able to design their own studies according to research methods.		
ТЕХТВООК	Language Education Series Nunnan, D. (1988). Syllabu	lum Development in Language s. s Design. Oxford: Oxford Unive r, J. (2010). Language Curriculu	ersity Press

OTHER REFERENCES	Recent articles will be referred in the lesson. For instance: Richards, J. (2010). Curriculum Approaches in Language Teaching: Forward, Central and Backward Design. RELC Journal. pp. 5-33 Mahdi, R. N., Ehsan, A., & Javad, Z. (2013). A critical Review of Recent Trends in Second Language Syllabus Design and Curriculum Development. International Journal of Research Studies in Language Learning. Vol. 2 (2). pp. 63-82.
TOOLS AND EQUIPMENTS REQUIRED	projection, computer and sound system

	COURSE SYLLABUS				
WEEK	TOPICS				
1	Language Curriculum Development: Design and Types				
2	Basic Components of Language Curriculum, Content and Outcomes				
3	Review of Related Literature: Articles				
4	Elementary and Secondary Language Curriculums				
5	Elementary and Secondary Language Curriculums				
6	Review of Related Literature: Articles				
7-8	ASSIGNMENT				
9	Language Teaching Processes and Applications				
10	Language Teaching Processes and Applications				
11	Need Analysis of Language Learners and Problems in Language Teaching				
12	Review of Related Literature: Articles				
13	Language Testing and Assessment				
14	14 Review of Related Literature: Articles				
15-16	FINAL				

NO	PROGRAM OUTCOMES	3	2	1			
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education	\boxtimes					
2	Analyze and discuss curriculum development process thoroughly						
3	Explain the teaching and learning process based on various teaching-learning theories	\boxtimes					
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries						
5	Conduct a proper program evaluation study in pursuant of program evaluation process						
6	Analyze needs and develop a draft program based on the needs analyzed.	\boxtimes					
7	Apply the knowledge learnt in the field to solve current educational problems						
8	Apply the theoretical knowledge of the field to develop the activities in various fields.						
9	Identify and disclosure the current problems in the field of curriculum and instruction						
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques	\boxtimes					
11	Apply quantitative and qualitative research methods properly and correctly	\boxtimes					
12	Report the findings of researches in the field of curriculum and instruction.	\boxtimes					
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.						
1: None 2: Partially contribution 3: Completely contribution							

Date: Instructor(s): Signature:



COURSE CODE 541602011 COURSE NAME Curriculum in Preschool Education

	WFF	KLY COURSE	PERIOD				COURSE OF			
SEMESTER	Theory		Labratory	Credit	ECTS				LANGUAGE	
Spring	3	0	-	3	10	COM	PULSORY () ELECTI	Turkish		
				COURSE CATAGORY						
Profession	nal	Content Kr	nowledge		al Culture		Electiv	e Course	<u> </u>	
Knowledge		ge		wledge						
		%10	00				General Knowledge() Conten	t Knowledge ()	
				ASSESSM	ENT CRIT	ERIA	-			
				Evaluation Type			Quantity	Quantity		
				1st Mid-Term			1		30	
				2nd Mid-Term						
	MID-	TERM		Quiz						
	-טוואו	LIXIVI		Homework	(
			<u> </u>	Project						
				Report			1		30	
				Others ()					
		EXAM					1		40	
	PREREC	QUIEITE(S)					ortance, principles and			
COURSE DESCRIPTION				the historical development of pre-school education program in Turkey, pre- school education programs implemented in Turkey; basic features, principles, outcomes, indicators, media properties, events, and will be used in the program forms, planning (monthly training plan, daily training flow and activity plan), implementation and evaluation, applied studies within the respective class with preschool program will be handled.						
COURSE OBJECTIVES				The aim of this course is to teach students 1. To do assessment about early childhood education programs 2. To make suggestions for the development of the early childhood education program 3. To provide the students deep professional understanding and perception for early childhood programs. 4. To acquire knowledge and skills related to comparisons. examining preschool education programs used in our country and in the world.						
		OURSE TO AP								
PRC	PESSION	IAL EDUATIO	N	6. Know	- 41 1		- f		-1.4	
COURSE OUTCOMES				 Knows the importance of a curriculum, the principles and items. Knows the development of pre-school education in Turkey. Recognizes and implies the "Preschool Education Program" entirely. Prepares, implements and evaluates monthly training plan, daily training plan and activity plan. Knows implemented preschool educational approach (High Scope, Reggio Emilio, Montessori, Waldorf, Bank Street, Vygotsky Cultural and Historical Theory, Project Approach, Active Learning, Child Centered Learning) in the World 						
	Diken, H. İ. (2010). Erken çocukluk eğitimi. Ankara: Pegem Akademi Yayınları. Bredekamp, S. & Copple, C. (Eds.). (2006). Developmentally Appropria Practice in Early Childhood Programs. (Revised Ed.). Washington DC: National Association for the Education of Young Children (NAEYC Seri Number: 234). Milli Eğitim Bakanlığı (2013). Okul öncesi eğitim programı Ankara: ME				lly Appropriate hington DC: NAEYC Series					
C	THER RE	FERENCES	_	Bodrova, E. ve Leong, D. (2007). Zihnin Araçları Erken Çocukluk Eğitimine Vygotsky Yaklaşımı. Yay. Haz. G. Haktanır, Çev. T. Güler, F. Şahin, A. Yılmaz ve E. Kalkan. Ankara: Anı Yayınevi.						

	Cooper, H. (1998). History in the Early Years. NY. Routledge. Erdiller, Z. B. (2010). Erken çocukluk eğitiminde temel kuramlar ve yaklaşımlar, H. İ. Diken (Ed.) Erken Çocukluk Eğitimi (ss. 55-91). Ankara: Pegem Akademi Yayınevi. IBO, (2007). Making The PYP Happen: A Curriculum for International Primary Education. International Baccalaureate Peterson House, Cardiff, Wales, UK.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS					
WEEK	TOPICS				
1	The importance of the curriculum, principles and elements				
2	Historical development of preschool education program in Turkey				
3	"Preschool Education Program": Basic features, principles, indicators,				
4	"Preschool Education Program": Environmental characteristics, activities				
5	"Preschool Education": Forms, planning (monthly training plan, daily training plan and activity plan)				
6	Preparation, implementation and evaluation of monthly training plan, daily training plan and activity plan				
7-8	MID TERM				
9	School observation				
10	Evaluation of observation				
11	Early Childhood Education Program Approaches (High Scope, Reggio Emilio, Montessori)				
12	Early Childhood Education Program Approaches (Waldorf , Bank Street, Vygotsky, Cultural and Historical Theory)				
13	Program Approaches (Project Approach, Active Learning, Child Centered Learning)				
14	Presentations of research projects				
15,16	FINAL EXAM				

NO	PROGRAM OUTCOMES	3	2	1
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education			х
2	Analyze and discuss curriculum development process thoroughly		X	
3	Explain the teaching and learning process based on various teaching-learning theories	Х		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries	Х		
5	Conduct a proper program evaluation study in pursuant of program evaluation process		X	
6	Analyze needs and develop a draft program based on the needs analyzed.	X		
7	Apply the knowledge learnt in the field to solve current educational problems	Х		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		Х	
9	Identify and disclosure the current problems in the field of curriculum and instruction		Х	
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques			x
11	Apply quantitative and qualitative research methods properly and correctly			Х
12	Report the findings of researches in the field of curriculum and instruction.		Х	
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.		Х	
14	Use at least one foreign languages properly and accurately			X
15	Have scientific and ethical values and conduct researches in parallel with ethical issues	Х		
16	Evaluate educational issues and problems critically and reflectively.	Х		
17	Properly apply information and communication technologies in the field		Х	
18	Communicate impressively	Х		
1 : Nor	e. 2: Partially contribution. 3: Completely contribution.			

Instructor(s): Assistant Prof. Dr. D.Neslihan BAY **Signature**:

Signature: Date: