

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



COURSE CODE	541701001	COURSE NAME	Research Methods in Education I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
SPRING	3	0	0	3	10	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
-	%100		

**ASSESSMENT CRITERIA**

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Main purpose of this course is to enable students to examine research processes (determining a problem, data collection, data analysis, and interpretation of the results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting.

**COURSE OBJECTIVES**

The objective of this course is to gain ability for performing all aspects of quantitative research.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

**COURSE OUTCOMES**

1. to develop understandings about the role of research in science –especially in knowledge management
2. to gain knowledge about research processes and research methods
3. to analyze research in knowledge management field and gaining evaluation ability
4. to think systematically for solving problems in knowledge management field and perform analytical methods
5. to teach data collection, data analysis and evaluation techniques
6. to gain knowledge in writing research proposal and preparing research report

**TEXTBOOK**

- McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company.

**OTHER REFERENCES**

- Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. New York: Routledge.
- Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage.
- APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları.
- Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık.
- Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi.
- Sipahi, B., Yurtkoru, E. S., & Çinko, M. (2010). Sosyal bilimlerde SPSS'le veri analizi. İstanbul: Beta Yayınları.

	<ul style="list-style-type: none"> <li>Türkiye Bilimler Akademisi (2002). Bilimsel arařtırmada etik ve sorunları. Ankara: TUBA</li> </ul>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

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

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education			X
2	Analyze and discuss curriculum development process thoroughly		X	
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process		X	
6	Analyze needs and develop a draft program based on the needs analyzed.		X	
7	Apply the knowledge learnt in the field to solve current educational problems			X
8	Apply the theoretical knowledge of the field to develop the activities in various fields.			X
9	Identify and disclosure the current problems in the field of curriculum and instruction			X
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.				

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

**Signature:**

**Date:**



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 541701002 | COURSE NAME | Social Theory and Education

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

COURSE CATAGORY			
Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√)]	Social Science
	% 60		% 40

ASSESSMENT CRITERIA			
MID-TERM	Evaluation Type	Quantity	%
	Article review		
	Research assignment	1	30
	Project	1	30
	Final Exam	1	40
	Report		
	Others (.....)		
FINAL EXAM			

PREREQUIEITE(S) | -

COURSE DESCRIPTION | Basics of Educational Philosophy; Culture; Socialization & Gender Stratification; Social Interaction in Everyday Life and Groups & Organizations; Social Stratification; Race and Ethnicity; Family and Religion ; Education and Medicine; Social Change: Modern and 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 PROFESSIONAL EDUATION

COURSE OUTCOMES | By the end of this module students will be able to:  
1. Define major perspectives in the field of philosophy and sociology  
Understand the context of leadership practices  
2. Describe and contrast the differences between culture and society  
Understand the basic tools of educational research and writing  
3. Analyze and examine the nature and importance of socialization;  
4. Describe and contrast the differences between culture and society  
5. Define the concept of deviance in sociological theories;  
6. Identify the nature and importance of stratification in Turkish society;  
7. Understand the role of prejudice and discrimination  
8. Analyze the Turkish family system and education  
9. Identify the functions of the major institutions in society  
10. List the major characteristics of primary and secondary groups  
11. Understand the patterns of dominant group policies on minority groups  
12. Analyze the Turkish political and economic system  
13. Understand the process of social change and social movements  
14. Understand the methods that sociologists use  
15. Understand issues in social and economical policies

TEXTBOOK

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.wvu.edu/~stephan/timeline.html> SocioRealm: Social Theory

	<a href="http://www.digeratiweb.com/sociorealm/">http://www.digeratiweb.com/sociorealm/</a>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	-

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education		X	
2	Analyze and discuss curriculum development process thoroughly		X	
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		X	
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.		X	
7	Apply the knowledge learnt in the field to solve current educational problems		X	
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		X	
9	Identify and disclosure the current problems in the field of curriculum and instruction		X	
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

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

**Signature:**

**Date:**





ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2011-2012

COURSE CODE	541701003	COURSE NAME	Curriculum Development in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
Fall	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR

COURSE CATAGORY

Basic Science	Educational Science		Social Science
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ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Basic concepts related to program development, the basic requirement to the 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 OBJECTIVES

1. Knowledge of the basic concepts of program development.
2. Understanding the theoretical underpinnings of curriculum development.
3. Comprehend the need to develop the program.
4. Understanding the stages of the program development process.
5. Knowledge of the elements of curriculum development.
6. Knowledge of curriculum design and models.
7. Analyze the process of program evaluation.
8. Recognition the approaches are being taken to develop the program.
9. Analyze the program development activities in the world and Turkey.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

- 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.

TEXTBOOK

Olivia, P. F. (1988). Developing the Curriculum. Boston: Scott, Foresman and Company.  
Demirel, Ö. (2005). Öğretim 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 REFERENCES

Bilen, Mürüvvet (2000). Planlamadan Uygulamaya Öğretim. Ankara: Anı Yayıncılık.  
Doğan, Hıfzı (1997). Eğitimde Program ve Öğretim Tasarımı. Ankara: Önder Matbaacılık.

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

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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	

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education	X		
2	Analyze and discuss curriculum development process thoroughly	X		
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process		X	
6	Analyze needs and develop a draft program based on the needs analyzed.	X		
7	Apply the knowledge learnt in the field to solve current educational problems	X		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	X		
9	Identify and disclosure the current problems in the field of curriculum and instruction			
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.	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: None. 2: Partially contribution. 3: Completely contribution.

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

Date:



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2011-2012

COURSE CODE	541701004	COURSE NAME	Values Education in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
FALL	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR

COURSE CATAGORY

Basic Science	Educational Science		Social Science
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ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

In this course:

- 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

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 OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

1. To be explained the basic concepts related to audit and assessment in education,
2. To be understood different approaches and models about audit and assessment,
3. To be discussed performance assessment models for educational institutions,
4. To be implemented practices based on the models to be applied in educational institutions

TEXTBOOK

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

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 EQUIPMENTS REQUIRED

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 geliştirme felsefi, toplumsal, ekonomik, psikolojik, tarihsel temellerini açıklayabilecektir,		X	
2	Program geliştirme sürecini tüm boyutlarıyla analiz edebilecek ve tartışabilecektir,			X
3	Çeşitli öğretim-öğrenme kuramlarına dayalı olarak öğrenme ve öğretmenin sürecini açıklayabilecektir,		X	
4	Türkiye ve çeşitli ülkelerin öğretmen yetiştirme sistemlerini karşılaştırmalı olarak inceleyebilecek ve değerlendirebilecektir,		X	
5	Program değerlendirme süreçlerine uygun bir program değerlendirme çalışması yürütebilecektir,			X
6	Gereksinim belirleyebilecek ve gereksinime dayalı eğitim programı taslağı geliştirebilecektir,			X
7	Alanda edindiği bilgileri güncel eğitsel sorunların çözümünde kullanabilecektir,	X		
8	Alanda edindiği kuramsal bilgileri farklı alanlardaki uygulamaların geliştirilmesinde kullanabilecektir,	X		
9	Eğitim programları ve öğretim alanı ile ilgili sorunları belirleyebilecek ve ortaya koyabilecektir,		X	
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,		X	
13	Eğitim programları ve öğretim alanında yürüttüğü çalışmalarını ilgili çevrelere sunabilecektir,		X	
14	En az bir yabancı dili doğru ve uygun bir biçimde kullanabilecektir,	X		
15	Bilimsel ve etik değerlere sahip olma ve araştırmaları etik değerler doğrultusunda sürdürebilecektir,	X		
16	Eğitsel sorunları yansıtıcı ve eleştirel bir bakış açısıyla değerlendirebilecektir,	X		
17	Alanında bilgi ve iletişim teknolojilerini etkili bir biçimde kullanabilecektir,	X		
18	Etkili iletişim kurabilecektir,	X		

1:Hiç Katkısı Yok. 2:Kısmen Katkısı Var. 3:Tam Katkısı Var.

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

Signature:

Date:



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 541701005 | COURSE NAME | Education Statistics I

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

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

NO	PROGRAM OUTCOMES	3	2	1
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education			X
2	Analyze and discuss curriculum development process thoroughly			X
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.			X
7	Apply the knowledge learnt in the field to solve current educational problems			X
8	Apply the theoretical knowledge of the field to develop the activities in various fields.			X
9	Identify and disclosure the current problems in the field of curriculum and instruction		X	
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

Instructor(s): Ümit ÇELEN

Signature:

Date:



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2011-2012

COURSE CODE	541702001	COURSE NAME	Research Methods in Education II
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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
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science				Social Science	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		30	
		Quiz					
		Homework					
		Project		1		30	
		Report					
Others (.....)							
FINAL EXAM				1		40	
PREREQUIEITE(S)							
COURSE DESCRIPTION		<ul style="list-style-type: none"><li>• Knowledge base of different qualitative research methods,</li><li>• Different qualitative research designs,</li><li>• Basic steps of qualitative research,</li><li>• Implementation of qualitative data analysis,</li><li>• Examination of a sample qualitative research topic,</li><li>• cover the content of this course.</li></ul>					
COURSE OBJECTIVES		The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		<ol style="list-style-type: none"><li>1. Understand knowledge base in different qualitative research methods,</li><li>2. Learn qualitative research designs,</li><li>3. Comprehend basic steps of qualitative research,</li><li>4. İnterpret qualitative data analysis,</li><li>5. Use qualitative research methods in education effectively,</li><li>6. Plan, design, interpret and report an independent qualitative research.</li></ol>					
TEXTBOOK		Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks.					
OTHER REFERENCES		<ol style="list-style-type: none"><li>1. Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema Yayıncılık, Ankara.</li><li>2. Miles, M. B. &amp; Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London.</li><li>3. Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara</li><li>4. Articles (will be submitted by the instructor).</li></ol>					
TOOLS AND EQUIPMENTS REQUIRED							

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 development in education			x
2	Analyze and discuss curriculum development process thoroughly			x
3	Explain the teaching and learning process based on various teaching-learning theories			x
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			x
5	Conduct a proper program evaluation study in pursuant of program evaluation process			x
6	Analyze needs and develop a draft program based on the needs analyzed.		x	
7	Apply the knowledge learnt in the field to solve current educational problems		x	
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		x	
9	Identify and disclosure the current problems in the field of curriculum and instruction		x	
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.				

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

Signature:

Date:





ESOGÜ Primary Education Department  
COURSE INFORMATION FORM

SEMESTER Fall/Spring

COURSE CODE 541702002 COURSE NAME Fundamentals of Learning and Teaching Process

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	-	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR
COURSE CATAGORY							
Basic Science	Educational Science		Primary School Teaching			Social Science	
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework		1		30		
	Project						
	Report						
Others (.....)							
FINAL EXAM				1		40	
PREREQUIEITE(S)							
COURSE DESCRIPTION		Learning theories, research regarding learning and teaching of school subjects, ,earning principles, application of learning principles to the instructional practices.					
COURSE OBJECTIVES		To know nature of learning theory, behavioural-associationist theories, cognitive-organizational theories and to use learning theories teaching of school subjects					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		By the end of this course, the students will possess the required professional skills for effective and efficient instruction.					
COURSE OUTCOMES		1. To know nature of learning theory 2. To know behavioural-associationist theories 3. To know cognitive-organizational theories 4. To use learning theories teaching of school subjects					
TEXTBOOK							
OTHER REFERENCES		1. BİNBAŞIOĞLU, C. (1995) <b>Eğitim Psikolojisi</b> (Dokuzuncu Baskı), Ankara. 2. Bower, G. H. ve Hilgard, E. R. (1982) <b>Theories of Learning</b> . (Fifty edition). Englewood Cliffs: Prentice-Hall Inc. 3. ÇELEN, Nermin (1999) <b>Öğrenme Psikolojisi</b> , Ankara: İmge Kitapevi. 4. DEMİREL, Ö. (2004) <b>Öğretimde Planlama ve Değerlendirme, Öğretme Sanatı</b> , Ankara: PegemA Yayıncılık. 5. Eggen, P ve Kauchak, D. (2001) <b>Educational Psychology</b> . Ohio: Merrill Prentice Hall. 6. FELDMAN, R. S. (1996) <b>Understanding Psychology</b> , Newyork: McGraw-Hill,Inc. 7. ÖZDEN, Y. (2003) <b>Öğrenme ve Öğretme</b> , Ankara: PegemA Yayıncılık. 8. VESTER, F. (1997) <b>Düşünmek, Öğrenmek, Unutmak: Öğrenme Kapasitenizi Nasıl Artırabilirsiniz?</b> (Çev. Aydın Arıtan), İstanbul: Arıtan Yayınevi.					
TOOLS AND EQUIPMENTS REQUIRED							

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 development in education			x
2	Analyze and discuss curriculum development process thoroughly			x
3	Explain the teaching and learning process based on various teaching-learning theories	x		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			x
5	Conduct a proper program evaluation study in pursuant of program evaluation process			x
6	Analyze needs and develop a draft program based on the needs analyzed.			x
7	Apply the knowledge learnt in the field to solve current educational problems	x		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	x		
9	Identify and disclosure the current problems in the field of curriculum and instruction		x	
10	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.	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: None. 2: Partially contribution. 3: Completely contribution.

Instructor(s)

Signature:

Date:



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2011-2012

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
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science				Social Science	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		30	
		Quiz					
		Homework		1		30	
		Project					
		Report					
		Others (.....)					
FINAL EXAM				1		40	
PREREQUIEITE(S)							
COURSE DESCRIPTION		Basic concepts of individualisation of teaching, factors that require to individualize instruction, individual differences in the individualization of instruction, the duties and responsibilities of the teacher's in individualized education, approaches to the individualization of instruction, scientific research about the individualization of instruction.					
COURSE OBJECTIVES		1. To explains the basic concepts of individualisation of teaching 2. Understanding individual differences in the individualization of instruction that are effective 3. To explain the teacher roles and responsibilities in individualized education 4. To understand the individualization in teaching approaches 5. Analyze scientific research into the individualization of instruction					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		1. Explains the basic concepts of individualisation of teaching. 2. Knows the factors that require to individualize teaching. 3. Understands individual differences in the individualization of instruction that are effective. 4. Understands the roles and responsibilities of the teacher's individualized education. 5. Understands approaches to personalization in education. 6. Analyze scientific research into the individualization of instruction.					
TEXTBOOK		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 REFERENCES		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 Yayıncılık. Saban, Ahmet (2004). Öğretme Kuramları. Ankara: Nobel Yayıncılık. Sönmez, Veysel (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık. Sönmez, Veysel (2007). Öğretim İlke ve Yöntemleri. Ankara: Anı yayıncılık. Vester, F. (1997) Düşünmek, Öğrenmek, Unutmak: Öğrenme Kapasitenizi Nasıl Artırabilirsiniz (Çev. Aydın Arıtan), İstanbul: Arıtan Yayınevi.					
TOOLS AND EQUIPMENTS 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 development in education			X
2	Analyze and discuss curriculum development process thoroughly			X
3	Explain the teaching and learning process based on various teaching-learning theories		X	
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.			X
7	Apply the knowledge learnt in the field to solve current educational problems	X		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	X		
9	Identify and disclosure the current problems in the field of curriculum and instruction		X	
10	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.	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: None. 2: Partially contribution. 3: Completely contribution.				

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

Signature:

Date:



**ESOGÜ Institute of Educational Sciences**  
**COURSE INFORMATION FORM**

<b>SEMESTER</b>	2011-2012
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<b>COURSE CODE</b>	541702004	<b>COURSE NAME</b>	Approaches in Curriculum Evaluation in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
FALL	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

**COURSE CATEGORY**

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

**ASSESSMENT CRITERIA**

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

**PREREQUIEITE(S)**

Course "Curriculum Development Models" is prerequisites for this course

**COURSE DESCRIPTION**

The course Program Evaluation Models includes the topics as the process of curriculum development, the need for program evaluation, planning, conducting and evaluating program evaluation studies, evaluation approaches and models, research method used in program evaluation studies.

**COURSE OBJECTIVES**

The main aim of the course is to define the need for program evaluation in education, the process of evaluation, the current approaches and models of program evaluation and the research methods used in evaluation process.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

This course will provide a significant contribution to students of curriculum and instruction in discussing the fundamental aspects of the program, evaluating both the whole program and these aspects using various program evaluation approaches and models, conducting sound evaluation studies in appropriate and accurate way, and selecting and using the suitable research designs for program evaluation studies.

**COURSE OUTCOMES**

- At the end of the course, student;
1. explains program development and program evaluation concepts.
  2. discusses the importance of and reason for program development.
  3. explains program development process step by step.
  4. questions the relation between program development and program evaluation.
  5. explains the need for program evaluation in primary education.
  6. explains the development of program evaluation.
  7. explains the models used in program evaluation.
  8. compares the program evaluation models.
  9. explains what should be done in program evaluation process with reasons.
  10. uses the quantitative approach in a program evaluation research.
  11. reports the findings of a program evaluation research conducted according to quantitative approach.
  12. uses the quantitative approach in a program evaluation research.
  13. reports the findings of a program evaluation research conducted according to quantitative approach.
  14. examines the program evaluation studies in Turkey according to the literature.
  15. examines the program evaluation studies in the world according to the literature.

<b>TEXTBOOK</b>	<ul style="list-style-type: none"> <li>• Yüksel, İ. &amp; Sağlam, M. (2012). Eğitimde Program Değerlendirme: Yaklaşımları, Yöntemler ve Standartlar. Ankara: Pegema Yayınevi</li> <li>• Fitzpatrick, J.J., James R.S. ve Blaine R.W. (2004). Program Evaluation – Alternative Approaches and Practical Guidelines. USA: Pearson Publishing.</li> </ul>
<b>OTHER REFERENCES</b>	<ul style="list-style-type: none"> <li>• Gözütok, D. (1999). "Program Değerlendirme". Cumhuriyet Döneminde Eğitim II. Ankara: Milli Eğitim Bakanlığı Basımevi, ss. 160-174.</li> <li>• McNeil, J. (1996). Curriculum-A Comprehensive Introduction. Fifth Edition. Los Angeles University of California: Harper Collins College Publishers, ss.263-288.</li> <li>• Olivia, P. (1988). Developing The Curriculum. Second Edition.USA: Scott, Foresman/Little, Brown College Division, ss. 462-487.</li> <li>• Shadish, W.R., Cork, T.D. ve Leviton L.C. (1991). Foundations of Program Evaluation. Newbury Park, CA: Sage Publications; Inc.</li> <li>• Taylor, P. H. and Richards C. M. (1985). An Introduction to Curriculum Studies. Worcester: Billing and Sans Limited, ss.126-150.</li> <li>• Turgut, F. (1983). "Program Değerlendirme". Cumhuriyet Döneminde Eğitim I. İstanbul: Milli Eğitim Basımevi, ss. 215-231.</li> <li>• Varış, F. (1996). Eğitimde Program Geliştirme Teoriler-Teknikler. Ankara:Alkım Kitapçılık Yayıncılık.</li> <li>• Wholey, J.S., Hatry, P. Harry and Newcomer, Kathryn E. (Editors). (1994). Handbook of Practical Program Evaluation. San Francisco: Jossey-Bass Publishers.</li> <li>• Yaşar, Ş. (1998). "Evaluation of Educational Programmes in Turkey". AERA Annual Meeting. (April 13-17, 1998). San Diego, CA, USA.</li> <li>• Demirel, Ö. (2003). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Ankara: Pegem Yayıncılık. Ertürk, S. (1972). Eğitimde Program Geliştirme. Ankara: Hacettepe Üniversitesi Basımevi.</li> </ul>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

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 development in education	X		
2	analyze and discuss curriculum development process thoroughly	X		
3	explain the teaching and learning process based on various teaching-learning theories			X
4	comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	conduct a proper program evaluation study in pursuant of program evaluation process	X		
6	analyze needs and develop a draft program based on the needs analyzed.		X	
7	apply the knowledge learnt in the field to solve current educational problems		X	
8	apply the theoretical knowledge of the field to develop the activities in various fields.		X	
9	identify and disclosure the current problems in the field of curriculum and instruction	X		
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assist.Prof.Dr.İsmail YÜKSEL

Signature:

Date: 19.03.2012



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541702005	COURSE NAME	Improving Teacher Quality
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATEGORY

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

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	60

PREREQUISITE(S)

-

COURSE DESCRIPTION

- Historical development of teacher education in Turkey and around the world,  
- In-service teacher education approaches around the world and in Turkey  
- Teacher competencies and qualifications  
- 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.

COURSE OBJECTIVES

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 education in Turkey and around the world, initial teacher education approaches 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 OF COURSE TO APPLY PROFESSIONAL EDUCATION

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COURSE OUTCOMES

At the end of the course, the students will be able to:  
1. understand historical developments about teacher education in Turkey and around the world,  
2. compare teacher education models in the world and in Turkey,  
3. suggest proposal about in-service teacher education,  
4. analyze research done related to teacher education.

REFERENCES

1. Dittmer, A. (1999). Themes and issues in faculty development: Case studies in innovative practice in teacher education. University Press Of America
2. James, P. (2001). Teachers in action : Tasks for in-service language teacher education and development. Cambridge University Press.
3. Johnson, A.P. (2008). What every teacher should know about action research. Prentice Hall.
4. Gorard, S., See B. H., & Smith, E. (2006). Teacher supply: The key issues. Continuum.
5. Kirby, S. N. (2006). Reforming teacher education [electronic resource] : Something old, something new. 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.



	<p>8. Sikula, J., Buttery, T., &amp; 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.</p> <p>9. Townsend, T. (2007) Handbook of Teacher Education: Globalization, standards and professionalism in times of change. Springer.</p> <p>10. YÖK. (1998). Eğitim Fakülteleri Öğretmen Yetiştirme Programlarının Yeniden Düzenlenmesi. Ankara: YÖK Başkanlığı Yayınları.</p> <p>11. Yüksel, S. (2010). Türk Üniversitelerinde Eğitim Fakülteleri ve Öğretmen Yetiştirme. Ankara: Pegem Akademi.</p>
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	-

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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	<b>MID-TERM EXAM</b>
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	<b>FINAL EXAM</b>

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education		x	
2	Analyze and discuss curriculum development process thoroughly			x
3	Explain the teaching and learning process based on various teaching-learning theories		x	
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries	x		
5	Conduct a proper program evaluation study in pursuant of program evaluation process			x
6	Analyze needs and develop a draft program based on the needs analyzed.			x
7	Apply the knowledge learnt in the field to solve current educational problems		x	
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		x	
9	Identify and disclosure the current problems in the field of curriculum and instruction		x	
10	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.			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: None. 2: Partially contribution. 3: Completely contribution.

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

**Signature:**

**Date:**



**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	Spring
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<b>COURSE CODE</b>	541702006	<b>COURSE NAME</b>	Current Issues in Language Curriculum and Teaching
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	-		3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

**COURSE CATAGORY**

<b>Basic Science</b>	<b>Educational Science</b>	<b>Social Science</b>
	x	

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term		
	Quiz		
	Homework	1	25
	Project	1	25
	Report		
	Others ( )		
<b>FINAL EXAM</b>			50

**PREREQUIEITE(S)**

**COURSE DESCRIPTION**

In this course, it is aimed to examine and discuss the current teacher-training, program development, testing and assessment as well as teaching-learning processes, thus to investigate the in-class problems caused due to individual and social differences. In this context, the graduate students who will take this course and who are related with English teaching at public and private schools will be aware of the current issues in this field and they will be encouraged to discuss these issues referring to the related literature and offer reasonable solutions. In this way, it is intended to enable studnets to master the basic concepts and theories in language curriculums and teaching.

**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**

Language teaching and curriculums differ from other basic courses in terms of learning and teaching strategies, processes, learners' needs and outcomes. This courses can be a guide for the graduate students thanks to its focus on language curriculum and its teaching basics. In that sense, the current issues urged in many platforms can be handled with the teachers who have trainings on this area, as aimed in this lesson.

**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.

**TEXTBOOK**

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.

<b>OTHER REFERENCES</b>	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.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	projection, computer and sound system

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Analyze and discuss curriculum development process thoroughly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Explain the teaching and learning process based on various teaching-learning theories	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Conduct a proper program evaluation study in pursuant of program evaluation process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Analyze needs and develop a draft program based on the needs analyzed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Apply the knowledge learnt in the field to solve current educational problems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Identify and disclosure the current problems in the field of curriculum and instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Apply quantitative and qualitative research methods properly and correctly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Report the findings of researches in the field of curriculum and instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

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



ESOGÜ Education Science Institute  
Course Information Form

SEMESTER	Spring
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COURSE CODE	541702007	COURSE NAME	Curriculum in Preschool Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
Spring	3	0	-	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATAGORY			
Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	%100		General Knowledge( ) Content Knowledge ( )

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

PREREQUIEITE(S)	
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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.
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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 pre-school education programs used in our country and in the world.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	1. Knows the importance of a curriculum, the principles and items. 2. Knows the development of pre-school education in Turkey. 3. Recognizes and implies the "Preschool Education Program" entirely. 4. Prepares, implements and evaluates monthly training plan, daily training plan and activity plan. 5. 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
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TEXTBOOK	Diken, H. İ. (2010). <i>Erken çocukluk eğitimi</i> . Ankara: Pegem Akademi Yayınları. Bredenkamp, S. & Copple, C. (Eds.). (2006). <i>Developmentally Appropriate Practice in Early Childhood Programs</i> . (Revised Ed.). Washington DC: National Association for the Education of Young Children (NAEYC Series Number: 234). Milli Eğitim Bakanlığı (2013). <i>Okul öncesi eğitim programı..</i> Ankara: MEB.
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OTHER REFERENCES	Bodrova, E. ve Leong, D. (2007). <i>Zihnin Araçları Erken Çocukluk Eğitimine Vygotsky Yaklaşımı</i> . Yay. Haz. G. Haktanır, Çev. T. Güler, F. Şahin, A. Yılmaz ve E. Kalkan. Ankara: Anı Yayınevi.
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	Cooper, H. (1998). <i>History in the Early Years</i> . NY. Routledge. Erdiller, Z. B. (2010). <i>Erken çocukluk eğitiminde temel kuramlar ve yaklaşımlar</i> , H. İ. Diken (Ed.) Erken Çocukluk Eğitimi (ss. 55-91). Ankara: Pegem Akademi Yayınevi. IBO, (2007). <i>Making The PYP Happen: A Curriculum for International Primary Education</i> . International Baccalaureate Peterson House, Cardiff, Wales, UK.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education			x
2	Analyze and discuss curriculum development process thoroughly		x	
3	Explain the teaching and learning process based on various teaching-learning theories	x		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries	x		
5	Conduct a proper program evaluation study in pursuant of program evaluation process		x	
6	Analyze needs and develop a draft program based on the needs analyzed.	x		
7	Apply the knowledge learnt in the field to solve current educational problems	x		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		x	
9	Identify and disclosure the current problems in the field of curriculum and instruction		x	
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

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

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER	Fall
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COURSE CODE	541701009	COURSE NAME	Term Project
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
III	0	0	2	0	30	Compulsory (X) Elective ( )	Turkish

**COURSE CATEGORY**

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

**ASSESSMENT CRITERIA**

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		
Quiz			
Homework			
Project		1	%100
Report			
Others (presentation, summary of the presented discussion)			

**FINAL EXAM**

**PREREQUISITE(S)**

**COURSE DESCRIPTION**

In this course; the role of research in education and society, procedures in the selection and evaluation of research projects, and techniques of data analysis will be examined. In this course these objectives are expected to be done; provide an opportunity to learn about educational research methods; read the professional literature in an area of interest to help define a current professional perspective; develop a problem statement that is researchable based on current professional practice and literature; formulate testable hypotheses and/or research questions that target the problem statement; generate a list of references showing the sources and methods used in the literature search; review and analyze professional literature that is relevant to the problem statement; develop a research design that is appropriate for a thesis/thesis project; and become familiar and proficient with utilizing American Psychological Association (APA) style formatting.

**COURSE OBJECTIVES**

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.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION**

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**COURSE OUTCOMES**

At the end of the course, the students will be able to develop research project related to the Curriculum and Instruction.

**REFERENCES**

APA (Amerikan Psikoloji Derneği Yayın Kılavuzu)

**OTHER REFERENCES**

**TOOLS AND EQUIPMENTS REQUIRED**

Computer.

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

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 .		x	
2	to gain comprehension on the basic characteristics of scientific research process.	x		
3	to develop an ability of pursuing national and international publications in the field of Curriculum and Instruction .	x		
4	to discuss problems on the field of Curriculum and Instruction in terms of basicy developing curriculum, learning and instruction theories and approaches.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	be aware of the problems which are faced during the application in the field of Curriculum and Instruction .	x		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
8	to analyze educational curriculums from structural and practical perspectives.		x	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
10	to comprehend the philosophical, psychological, sociological, historical, cultural, economic and international developments which dominate Turkish educational system		x	
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.		x	
12	to gain information about educational curriculums and practices in the different countries.	x		
13	to evaluate a problem existing in the field by using scientific research methods.	x		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): All Instructors

Signature:

Date:



COURSE CODE	541701006	COURSE NAME	Student-Centered Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
FALL/SPRING	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR

**COURSE CATAGORY**

Basic Science	Educational Science		Social Science
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**ASSESSMENT CRITERIA**

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

**PREREQUIEITE(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 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-centred education, to arrange the student-centered learning-teaching activitie to use student-centered measuring and evaluating.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

**COURSE OUTCOMES**

1. Comprehend philosophical foundations of student-centered education
2. Understand pedagogical basics of the student-centered education
3. raditional approach in education in terms of the learning process by recognizing the problems that breed solutions
4. Features and development of student-centered training programs
5. Arrange the student-centered learning environments
6. Review learning theories in terms of student-centred education
7. Arrange the student-centered learning-teaching activities
8. Student-centered measuring and evaluating practices

**TEXTBOOK**

Murdoch K. ve Wilson, J. (2004). Creating a lerner-centred primary clasroom. Oxon: Routledge.  
Marykeen W. (2002). Learner centred teaching. San Francisco: Jossey-Bass.

**OTHER REFERENCES**

Demirel, Ö. (2011). Eğitimde Yeni Yönelimler. Ankara: Pegem Akademi Yayıncılık.  
Gardner H. (1983). Frames of mind: The theory of multiple intelligences. 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 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 development in education		x	
2	Analyze and discuss curriculum development process thoroughly			x
3	Explain the teaching and learning process based on various teaching-learning theories	x		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		x	
5	Conduct a proper program evaluation study in pursuant of program evaluation process			x
6	Analyze needs and develop a draft program based on the needs analyzed.			x
7	Apply the knowledge learnt in the field to solve current educational problems	x		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	x		
9	Identify and disclosure the current problems in the field of curriculum and instruction	x		
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

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

Signature:

Date:



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2011-2012

COURSE CODE	541701007	COURSE NAME	Thinking Skills Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
Fall	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR

COURSE CATAGORY

Basic Science	Educational Science		Social Science
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ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

The concept of thinking; thinking skills and the importance; factors that require to make thinking skills active; forms of thinking (critical thinking, creative thinking, reflective thinking, and so on.); understand the importance of thinking skills in individual of teaching; thinking skills in lifelong learning; teacher's role and responsibilities of the teaching of thinking skills; scientific research for ways of thinking

COURSE OBJECTIVES

1. Understand the concept of thinking
  2. Explain the factors that require to make thinking skills active
  3. Understand the way you think
  4. Understanding the importance of thinking skills for individualization of teaching.
  5. Explain the thinking skills of lifelong learning
  6. 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 PROFESSIONAL EDUATION

COURSE OUTCOMES

1. Understands the concept of thinking.
2. Explain the factors that require thinking skills to make active.
3. Understands ways of thinking.
4. UnderstandS the importance of thinking skills for individualization of teaching Explains the thinking skills of lifelong learning.
5. Describes the teacher's role and responsibilities of the teaching of thinking skills.
6. Analyze scientific research into ways of thinking.

TEXTBOOK

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.

OTHER REFERENCES

Arkonaç, S. Ayşen. (1998). Psikoloji Zihin Süreçleri Bilimi, İstanbul: Alfa Yayınları.  
Bilen, Mürüvvet (2000). Planlamadan Uygulamaya Öğretim. Ankara: Anı Yayıncılık.  
Demirel, Özcan (2004). Öğretimde Planlama ve Değerlendirme, Öğretmen Sanatı, Ankara: PegemA Yayıncılık.

TOOLS AND EQUIPMENTS REQUIRED

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 development in education			X
2	Analyze and discuss curriculum development process thoroughly			X
3	Explain the teaching and learning process based on various teaching-learning theories		X	
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.			X
7	Apply the knowledge learnt in the field to solve current educational problems	X		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	X		
9	Identify and disclosure the current problems in the field of curriculum and instruction		X	
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

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

Signature:

Date:



ESOGÜ Primary Education Department  
COURSE INFORMATION FORM

SEMESTER Fall/Spring

COURSE CODE	541701008	COURSE NAME	Turkish Education System
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	-	-	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science	Primary School Teaching				Social Science	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework		1		30		
	Project						
	Report						
Others (.....)							
FINAL EXAM				1		40	
PREREQUIEITE(S)							
COURSE DESCRIPTION		The 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.					
COURSE OBJECTIVES		Comprehending the establishment, development, current situation and problems of Turkish national education.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		By the end of this course, the students will possess the required professional skills for effective and efficient instruction and education system.					
COURSE OUTCOMES		1. Comprehending the establishment, development, current situation and problems of Turkish national education. 2. Being able to explain the innovation process in Turkish education system 3. Evaluating the fundamental characteristics, development and problems of Turkish National education. 4. Comparison of Turkish educational politics and Education politics of European Committee, problems, trends and developments.					
TEXTBOOK							
OTHER REFERENCES		1. AKYÜZ, Y. <b>Türk Eğitim Tarihi</b> , Ankara: Pegem. 2. BAŞARAN, İ. E. <b>Türk Eğitim Sistemi</b> , Ankara. 3. DEMİREL, Özcan (2000) <b>Karşılaştırmalı Eğitim</b> , Ankara: Pegem. 4. SAĞLAM, Mustafa <b>Avrupa Ülkelerinin Eğitim Sistemi</b> , Eskişehir: Anadolu Ü. Yayınları. 5. ŞİŞMAN, M.; TEŞDEMİR, İ. <b>Türk Eğitim Sistemi ve Okul Yönetimi</b> , Ankara: Pegem. 6. TÜRKOĞLU, Adil (1998) <b>Karşılaştırmalı Eğitim "Dünya Ülkelerinden Örneklerle"</b> , Adana: Baki Kitapevi.					
TOOLS AND EQUIPMENTS REQUIRED							

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 development in education		x	
2	Analyze and discuss curriculum development process thoroughly			x
3	Explain the teaching and learning process based on various teaching-learning theories			x
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		x	
5	Conduct a proper program evaluation study in pursuant of program evaluation process			x
6	Analyze needs and develop a draft program based on the needs analyzed.			x
7	Apply the knowledge learnt in the field to solve current educational problems	x		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		x	
9	Identify and disclosure the current problems in the field of curriculum and instruction	x		
10	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.	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: None. 2: Partially contribution. 3: Completely contribution.

Instructor(s):

Signature:

Date:



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | 2011-2012

COURSE CODE	541701010	COURSE NAME	Instructional Leadership
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR

COURSE CATEGORY			
Basic Science	Educational Science		Social Science

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION	Approaches and theories related to management and leadership, school management and school leadership, leadership role of school administrator, school administrator as the leader of education and training, effective schools, school leadership, school principals' instructional leadership behaviors, the school's vision and mission management, school program management, development of school staff, creating a positive school climate and culture, development of school-community-family relations, some research on instructional leadership in Turkey and the world.
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COURSE OBJECTIVES	<ol style="list-style-type: none"><li>1. Explanation of the concepts of leader and leadership</li><li>2. Explanation of the concepts of executive and management</li><li>3. Understanding the management and leadership theories comprehension</li><li>4. Knowledge of leadership roles of the school manager</li><li>5. Understanding the school administrator's responsibilities as the leader of the education and training</li><li>6. Understanding the role of leadership in creating an effective school</li><li>7. Knowledge of instructional leadership behaviors of school principals</li><li>8. Analyzes some research on instructional leadership in Turkey and the world</li></ol>
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES	<ol style="list-style-type: none"><li>1. Explain the concepts of leader and leadership.</li><li>2. Explain the concepts of manager and executive.</li><li>3. Understands theories of leadership and management.</li><li>4. Knows the school administrator leadership roles.</li><li>5. Understands responsibilities as a leader in education and training of school managers.</li><li>6. Understands the role of leadership in creating an effective school.</li><li>7. Knows that the leadership behaviors of school principals.</li><li>8. Analyzes some research on instructional leadership Turkey and the world.</li></ol>
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TEXTBOOK	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.
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OTHER REFERENCES	Özden, Y. (Editör) (2004). Eğitim ve okul yöneticiliği el kitabı. Ankara: Pegema. Şişman, M. (2011). Eğitimde mükemmellik arayışı. Ankara: Pegem Akademik Yayınları. Şişman, M. ve Turan, S. (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema
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TOOLS AND EQUIPMENTS REQUIRED

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 development in education			X
2	Analyze and discuss curriculum development process thoroughly			X
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.			X
7	Apply the knowledge learnt in the field to solve current educational problems	X		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	X		
9	Identify and disclosure the current problems in the field of curriculum and instruction		X	
10	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.	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: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Prof. Dr. Mehmet ŞİŞMAN

Signature:

Date:

MASTER PROGRAM (THESIS)					
Course Code	Course Name	ECTS	T+P+C	C/E	Language
<b><u>Fall Semester (I. Semester)</u></b>					
541601001	Research Methods in Education I	10	3+0+3	C	Turkish
541601002	Education Statistics I	10	3+0+3	C	Turkish
541601003	Social Theory and Education	10	3+0+3	E	Turkish
541601004	Curriculum Development in Education	10	3+0+3	E	Turkish
541601005	Values Education in Education	10	3+0+3	E	Turkish
541601006	Approaches in Curriculum Development	10	3+0+3	E	Turkish
541601007	Teacher Education in Turkey	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>15</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
541602005	Seminar	10	3+0+0	C	Turkish
541602001	Research Methods in Education II	10	3+0+3	E	Turkish
541602002	Fundamentals of Learning and Teaching Process	10	3+0+3	E	Turkish
541602003	Approaches in Individualization of Education	10	3+0+3	E	Turkish
541602004	Learning Losses in Education	10	3+0+3	E	Turkish
541602006	Education Statistics II	10	3+0+3	E	Turkish
541602007	Approaches of Curriculum Evaluation in Education	10	3+0+3	E	Turkish
541602008	Student-Centered Education	10	3+0+3	E	Turkish
541602009	Instructional Leadership	10	3+0+3	E	Turkish
541602010	Current Issues in Language Curriculum and Teaching	10	3+0+3	E	Turkish
541602011	Curriculum in Preschool Education	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>12</b>		
<b><u>Fall Semester (III. Semester)</u></b>					
541602701	Master Thesis	25	0+1+0	C	Turkish
541601901	Special Topics	5	3+0+0	C	Turkish
<b>Total Credit</b>		<b>30</b>	<b>0</b>		





COURSE CODE	541601001	COURSE NAME	Research Methods in Education I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
SPRING	3	0	0	3	10	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATEGORIES			
Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
-	%100		

ASSESSMENT CRITERIA			
MID-TERM	Evaluation Type	Quantity	%
	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	50

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Main purpose of this course is to enable students to examine research processes (determining a problem, data collection, data analysis, and interpretation of the results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting.
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COURSE OBJECTIVES	The objective of this course is to gain ability for performing all aspects of quantitative research.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	<ol style="list-style-type: none"><li>to develop understandings about the role of research in science –especially in knowledge management</li><li>to gain knowledge about research processes and research methods</li><li>to analyze research in knowledge management field and gaining evaluation ability</li><li>to think systematically for solving problems in knowledge management field and perform analytical methods</li><li>to teach data collection, data analysis and evaluation techniques</li><li>to gain knowledge in writing research proposal and preparing research report</li></ol>
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TEXTBOOK	<ul style="list-style-type: none"><li>McMillan, J. H., &amp; Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company.</li></ul>
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OTHER REFERENCES	<ul style="list-style-type: none"><li>Cohen, L., Manion, L., &amp; Morrison, K. (2007). Research methods in education. New York: Routledge.</li><li>Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage.</li><li>APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları.</li><li>Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık.</li><li>Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi.</li><li>Sipahi, B., Yurtkoru, E. S., &amp; Çinko, M. (2010). Sosyal bilimlerde SPSS'le veri analizi. İstanbul: Beta Yayınları.</li></ul>
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	<ul style="list-style-type: none"> <li>Türkiye Bilimler Akademisi (2002). Bilimsel arařtırmada etik ve sorunları. Ankara: TUBA</li> </ul>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Basic principles in educational research
2	Problem/Purpose
3	Literature Review
4	Qualitative and quantitative research designs
5	Sampling
6	Experimental research
7-8	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

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education			X
2	Analyze and discuss curriculum development process thoroughly		X	
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process		X	
6	Analyze needs and develop a draft program based on the needs analyzed.		X	
7	Apply the knowledge learnt in the field to solve current educational problems			X
8	Apply the theoretical knowledge of the field to develop the activities in various fields.			X
9	Identify and disclosure the current problems in the field of curriculum and instruction			X
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

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

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541601002	COURSE NAME	Education Statistics I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	0	3	10	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
%50	% 25		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	40

PREREQUISITE(S)

-

COURSE DESCRIPTION

- Statistic terms,  
- Sampling methods,  
- Theoretical distributions,  
- Central tendency and dispersion,  
- Correlation and regression analysis,  
- Hypothetical test,  
cover the content of this course.

COURSE OBJECTIVES

In this course, main objectives are counting descriptive statistic belongs to educational variables, and investigating and interpreting relationship between variables.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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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, multivariable statistics).

REFERENCES

1. Alpar, R. (2001). Spor Bilimlerinde Uygulamalı İstatistik. Nobel Yayınları, Ankara.
2. Arıcı, H. (2005). İstatistiksel Yöntemler. Meteksan, Ankara.
3. Baykul, Y. (1997). İstatistik, Metodlar ve Uygulamalar. Anı Yayıncılık, Ankara.
4. Büyüköztürk, Ş. (2007). Sosyal Bilimler İçin Veri Analizi El Kitabı. 8. Baskı, Pegem A Yayınları, Ankara.
5. Hovardaoglu, S. (1994). Davranış Bilimleri İçin İstatistik. Hatipoğlu Yayınları, Ankara.
6. Karasar, N. (2000). Bilimsel Araştırma Yöntemi: Kavramlar, İlkeler, Teknikler. 10. Baskı, Nobel Yayınları, Ankara.
7. Özdamar, K. (1999). Paket Programlar ile İstatistiksel Veri Analizi. Kaan Kitabevi, Eskişehir.

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

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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	<b>MID-TERM EXAM</b>
9	Data analysis with SPSS
10	correlation analysis
11	regression analysis
12	parametric tests
13	nonparametric tests
14	multivariable statistics
15-16	<b>FINAL EXAM</b>

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education			x
2	Analyze and discuss curriculum development process thoroughly		x	
3	Explain the teaching and learning process based on various teaching-learning theories			x
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		x	
5	Conduct a proper program evaluation study in pursuant of program evaluation process		x	
6	Analyze needs and develop a draft program based on the needs analyzed.		x	
7	Apply the knowledge learnt in the field to solve current educational problems		x	
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		x	
9	Identify and disclosure the current problems in the field of curriculum and instruction	x		
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

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

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541601901 | COURSE NAME | Special Topics

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	0	5	COMPULSORY (X) ELECTIVE ( )	Turkish
COURSE CATEGORY							
Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]				Social Science	
	% 60					% 40	
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term						
	Quiz						
	Research Homework		1		30		
	Project Report		1		30		
	Others (presentation, summary of the presented discussion)						
FINAL EXAM	Report		1		40		
PREREQUISITE(S)	-						
COURSE DESCRIPTION	Research and application practices about the topic of thesis study.						
COURSE OBJECTIVES	Being aware of current issues regarding the study subject of thesis and gaining information.						
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION							
COURSE OUTCOMES	At the end of the course, the students: 1. Gaining ability of planning research methods. 2. Gaining the skill of determining sources about the search field. 3. Having the ability of ordering and collecting the sources about the search field. 4. Regarding scientific, social and ethical values during the stages of collecting, evaluating the sources and preparing the text. 5. Gaining the ability of presentation about the evolution of the thesis study.						
REFERENCES							
OTHER REFERENCES							
TOOLS AND EQUIPMENTS 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	Preparation and presentation of a report
5	Pursuit of the literature
6	Essay surveys
7-8	Source surveys
9	Evaluation
10	Report preparation and presentation
11	Pursuit of the literature
12	Source surveys
13	Essay surveys
14	Evaluation
15-16	Preparation and presentation 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.		x	
2	Develop competence in following international literature in the field of curriculum and instruction		x	
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.		x	
4	Make scientific publications on national and international level in the field of curriculum and instruction.		x	
5	Access original information from on the field of curriculum and instruction by using quantitative and qualitative research skills.	x		
6	Reflect to ethical principles to fields in her/his life	x		
7	Design practical steps by developing effective training and management strategies	x		
8	Contribute the field of curriculum and instruction with the original ideas and studies at the scientific meetings.	x		
9	Identify problem areas in the field of education by acquiring master's degree level of knowledge, experience and research capabilities.		x	
10	Communicate effectively with teachers to support the field with national, international and interdisciplinary studies.			x
11	Develop strategies and information which improve educational organizations instructional aspects.		x	
12	Design effective learning environments and appropriate curriculums for specific fields.	x		
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.	x		
14	Have the facilities and competence to manipulate learning environment and materials.		x	
15	Produce projects which facilitate educational organizations to fulfill their roles in the economic, social, political and cultural development of the learners.		x	
	1: None. 2: Partially. 3: Completely.			

Instructor(s): All Instructors

Signature:

Date:



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 541601003 | COURSE NAME | Social Theory and Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
	3	0		3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
COURSE CATEGORY							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science	
	% 60					% 40	
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Article review						
	Research assignment		1		30		
	Project		1		30		
	Final Exam		1		40		
	Report						
Others (.....)							
FINAL EXAM							
PREREQUIEITE(S)							
COURSE DESCRIPTION		Basics of Educational Philosophy; Culture; Socialization & Gender Stratification; Social Interaction in Everyday Life and Groups & Organizations; Social Stratification; Race and Ethnicity; Family and Religion ; Education and Medicine; Social Change: Modern and 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 PROFESSIONAL EDUATION							
COURSE OUTCOMES		By the end of this module students will be able to: 1. Define major perspectives in the field of philosophy and sociology Understand the context of leadership practices 2. Describe and contrast the differences between culture and society Understand the basic tools of educational research and writing 3. Analyze and examine the nature and importance of socialization; 4. Describe and contrast the differences between culture and society 5. Define the concept of deviance in sociological theories; 6. Identify the nature and importance of stratification in Turkish society; 7. Understand the role of prejudice and discrimination 8. Analyze the Turkish family system and education 9. Identify the functions of the major institutions in society 10. List the major characteristics of primary and secondary groups 11. Understand the patterns of dominant group policies on minority groups 12. Analyze the Turkish political and economic system 13. Understand the process of social change and social movements 14. Understand the methods that sociologists use 15. Understand issues in social and economical policies					
TEXTBOOK							
OTHER REFERENCES		Giddens, A. (2010). <i>Sosyoloji</i> . Ankara: A. Arslan, A. (2004). <i>Felsefeye Giriş</i> . Ankara: Vadi. Türkdoğan, O. (2002). <i>Türk Toplum Yapısı (TTY)</i> . İstanbul: Çamlıca Yayınları. Wagner, P. (1996). <i>Modernliğin Sosyolojisi</i> . İstanbul: Sarmal. Classical Sociological Theory <a href="http://www.spc.uchicago.edu/ssr1/PRELIMS/theory.html">http://www.spc.uchicago.edu/ssr1/PRELIMS/theory.html</a> The Dead Sociologists' Society <a href="http://www.runet.edu/A Sociology Timeline from 1600 by Ed Stephen">http://www.runet.edu/A Sociology Timeline from 1600 by Ed Stephen</a> <a href="http://www.ac.wvu.edu/~stephan/timeline.html">http://www.ac.wvu.edu/~stephan/timeline.html</a> SocioRealm: Social Theory <a href="http://www.digeratiweb.com/sociorealm/">http://www.digeratiweb.com/sociorealm/</a>					
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 development in education		X	
2	Analyze and discuss curriculum development process thoroughly		X	
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		X	
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.		X	
7	Apply the knowledge learnt in the field to solve current educational problems		X	
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		X	
9	Identify and disclosure the current problems in the field of curriculum and instruction		X	
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Prof. Dr. Selahattin TURAN

Signature:

Date:





ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2011-2012

COURSE CODE	541601004	COURSE NAME	Curriculum Development in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
Fall	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR

COURSE CATAGORY

Basic Science	Educational Science		Social Science
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ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Basic concepts related to program development, the basic requirement to the 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 OBJECTIVES

1. Knowledge of the basic concepts of program development.
2. Understanding the theoretical underpinnings of curriculum development.
3. Comprehend the need to develop the program.
4. Understanding the stages of the program development process.
5. Knowledge of the elements of curriculum development.
6. Knowledge of curriculum design and models.
7. Analyze the process of program evaluation.
8. Recognition the approaches are being taken to develop the program.
9. Analyze the program development activities in the world and Turkey.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

- 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.

TEXTBOOK

Olivia, P. F. (1988). Developing the Curriculum. Boston: Scott, Foresman and Company.  
Demirel, Ö. (2005). Öğretim 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 REFERENCES

Bilen, Mürüvvet (2000). Planlamadan Uygulamaya Öğretim. Ankara: Anı Yayıncılık.  
Doğan, Hıfzı (1997). Eğitimde Program ve Öğretim Tasarımı. Ankara: Önder Matbaacılık.

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

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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	

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education	X		
2	Analyze and discuss curriculum development process thoroughly	X		
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process		X	
6	Analyze needs and develop a draft program based on the needs analyzed.	X		
7	Apply the knowledge learnt in the field to solve current educational problems	X		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	X		
9	Identify and disclosure the current problems in the field of curriculum and instruction			
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.	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: None. 2: Partially contribution. 3: Completely contribution.

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

Signature:

Date:



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2011-2012

COURSE CODE	541601005	COURSE NAME	Values Education in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
FALL	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science					Social Science
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		30	
		Quiz					
		Homework		1		30	
		Project					
		Report					
Others (.....)							
FINAL EXAM				1		40	
PREREQUIEITE(S)							
COURSE DESCRIPTION		In this course: <ul style="list-style-type: none"><li>• Concepts related to audit and assessment,</li><li>• The role of audit and assessment in the education process,</li><li>• Audit types,</li><li>• Audit as a managerial tool,</li><li>• Performance measurement and performance assessment,</li><li>• Multiple assessment approach and its useage in educational supervision</li></ul>					
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 OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		1. To be explained the basic concepts related to audit and assessment in education, 2. To be understood different approaches and models about audit and assessment, 3. To be discussed performance assessment models for educational institutions, 4. To be implemented practices based on the models to be applied in educational institutions					
TEXTBOOK		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		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 EQUIPMENTS REQUIRED							

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 development in education		x	
2	Analyze and discuss curriculum development process thoroughly			x
3	Explain the teaching and learning process based on various teaching-learning theories		x	
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		x	
5	Conduct a proper program evaluation study in pursuant of program evaluation process			x
6	Analyze needs and develop a draft program based on the needs analyzed.			x
7	Apply the knowledge learnt in the field to solve current educational problems	x		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	x		
9	Identify and disclosure the current problems in the field of curriculum and instruction		x	
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

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

Signature:

Date:



ESOGÜ Primary Education Department  
COURSE INFORMATION FORM

SEMESTER Fall/Spring

COURSE CODE	541601006	COURSE NAME	Approaches in Curriculum Development
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	-	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR

COURSE CATAGORY

Basic Science	Educational Science	Primary School Teaching	Social Science
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ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Curriculum development aims at improving the life in school and school environment and learning conditions.

COURSE OBJECTIVES

To get knowledge about; curriculum development, theoretical base of curriculum development, curriculum types and their preparations, curriculum development examples in education

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

By the end of this course, the students will possess the required professional skills for effective and efficient instruction and curriculum development.

COURSE OUTCOMES

1. Understands curriculum development
2. Understands theoretical base of curriculum development
3. Understands theories about the organization of curriculum development.
4. Understands curriculum types and their preparations
5. Understands the relationship between curriculum and instruction
6. Understands the contribution of curriculum to the instruction process
7. Understands creativeness in education and instruction
8. Understands curriculum development examples in education

TEXTBOOK

OTHER REFERENCES

1. Anderson, L. W. (1999). Rethinking Bloom's Taxonomy: Implications for Testing and Assessment. ERIC, ED 435 630, TM 030 228.
2. Anderson, L. W. (2005). Objectives, Evaluation, and the Improvement of Education. *Studies in Educational Evaluation*, 32, 102-113.
3. Amer, A. (2006). Reflections on Bloom's Revised Taxonomy. *Electronic Journal of Research in Educational Psychology*, 4/8, 213-230.
4. Bekdemir, M. ve Selim, Y. (2008). Revize Edilmiş Bloom Taksonomisi ve Cebir Öğrenme Alanı Örneğinde Uygulaması. *Erzincan Eğitim Fakültesi Dergisi*, 10/2, 185-196.
5. Demirel, Ö. (2003). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Ankara: PegemA Yayıncılık.
6. Erden, A. M. (1995). Eğitimde Program Değerlendirme. Ankara: Pegem Yayıncılık.
7. Ertürk, S. (1997). Eğitimde Program Geliştirme. Ankara: METEKSAN.
8. Forehand, M. (2005). Bloom's Taxonomy: Orginal and Revised. *Emerging Persceptives on Learning, Teaching, and Technology (e-Book)*. <http://eit.tamu.edu/JJ/DE/BloomsTaxonomy.pdf> (Alınma tarihi: 29.03.2010).
9. Kısakürek, M. A. (1983). Eğitim Programlarının Hazırlanması ve Geliştirilmesi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 16/1, 217-244.
10. Krathwohl, D. R. (2009). Bloom Taksonomisinin Revizyonu: Genel Bir Bakış.

	<p>(Çev.: D. Köğçe, M. Aydın ve C. Yıldız) <i>İlköğretim Online</i>, 8/3, 1-7. <a href="http://ilkogretim-online.org.tr">http://ilkogretim-online.org.tr</a></p> <ol style="list-style-type: none"><li>11. Küçükahmet, L. (2003). Öğretimde Planlama ve Değerlendirme. Ankara: Nobel Yayın Dağıtım.</li><li>12. Näsström, G. (2009). Interpretation of Standards with Bloom's Revised Taxonomy: A Comparison of Teachers and Assessment Experts. <i>Gunilla International Journal of Research &amp; Method in Education</i>, 32/1, 39-51.</li><li>13. Oliva P. F. (1988). Developing the Curriculum. USA: Scott, Foresman and Company.</li><li>14. Sönmez, V. (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık.</li><li>15. Varış, F. (1996). Eğitimde Program Geliştirme. Ankara: Alkım Kitapçılık Yayıncılık.</li><li>16. Wulf, K. M. &amp; Schave, B. (1984) Curriculum Design, A Handbook for Educators. USA: Foresman and Company.</li><li>17. Yüksel, S. (2007). Bilişsel Alanın Sınıflamasında (Taksonomi) Yeni Gelişmeler ve Sınıflamalar. <i>Türk Eğitim Bilimleri Dergisi</i>, 5/3, 479-509.</li></ol>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

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

Instructor(s)

Signature:

Date:



ESOGU Education Science Institute  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	541601007	COURSE NAME	Teacher Education in Turkey
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATEGORY

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

ASSESSMENT CRITERIA

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

PREREQUISITE(S)

None

COURSE DESCRIPTION

Turkish educational system, Teaching profession and qualifications of teachers, Education of preschool teachers, Education of primary school teachers, Education of subject area teachers, Teacher education models in Turkey: Teacher training schools for primary education, Village schools in terms of teacher training, Teacher training institutes, Higher schools for teacher training, Teacher training colleges, Education faculties, Subject area teacher training Master programs (Non-Thesis), Teacher training via distance education, restructuring of teacher education programs in Turkey, Endeavors regarding teacher competencies conducted by Ministry of Education and Higher Education Council in Turkey, Accreditation endeavors in teacher education.

COURSE OBJECTIVES

- explain general characteristics of Turkish education system.
- comprehend teaching profession and qualifications of teachers
- explain education of preschool teachers
- explain education of primary school teachers
- explain education of subject area teachers
- comprehend teacher education models in Turkey
- explain restructuring endeavors regarding teacher education programs in Turkey
- comprehend endeavors regarding teacher competencies in Turkey
- explain accreditation endeavors in teacher education

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Through the Teacher Training Issue in Turkey, students are expected to know the models of teacher education in Turkey and comprehend endeavors regarding teacher competencies in Turkey.

COURSE OUTCOMES

- knows the general characteristics of the Turkish education system.
- knows patterns of teacher education in Turkey.
- knows the studies carried out in Turkey on teacher competences.
- knows the teacher competencies in Turkey.

TEXTBOOK

Aynal Kilimci, Songül.(2011). **Türkiye’de Öğretmen Yetiştirme**. Ankara: Pegem Akademi Yayınları.

OTHER REFERENCES

Duman, Tayip. **Türkiye’de Ortaöğretime Öğretmen Yetiştirme**. İstanbul: Milli Eğitim Bakanlığı Yayınları, 1991.  
Kavcar, Cahit. “Yüksek Öğretmen Okullarının Öğretmen Yetiştirmedeki Yeri”, **Öğretmen Yetiştiren Yükseköğretim Kurumlarının Dünü-Bugünü-Geleceği Sempozyumu, 8–11 Haziran 1987**. Ankara, 1987.



	<p>Küçükahmet, Leyla. "Bir Meslek Olarak Öğretmenlik", <b>Öğretmenlik Mesleğine Giriş</b>. İstanbul: Alkım Yayınevi, 1999, ss.1-14.</p> <p>MEB- Milli Eğitim Bakanlığı. <b>Öğretmenlik Mesleği Genel Yeterlikleri</b>. Ankara: MEB Öğretmen Yetiştirme Genel Müdürlüğü, 2006.</p> <p>Okçabol, Rifat. <b>Öğretmen Yetiştirme Sistemimiz</b>. Ankara: Ütopya Yayınevi, 2005.</p> <p>Öztürk, Cemil. "Türkiye'de Öğretmen Yetiştirme ve Eğitimi", <b>Eğitim Bilimine Giriş</b>. (Editör: Ayla Oktay). Ankara: Pegem A Yayıncılık, 2007, ss. 303-332.</p> <p>Öztürk, Cemil. <b>Türkiye'de Düünden Bugüne Öğretmen Yetiştiren Kurumlar</b>. İstanbul: Milli Eğitim Bakanlığı Yayınları, 2005.</p> <p>Öztürk, Cemil. "Cumhuriyet Döneminde Öğretmen Yetiştirme", <b>75 Yılda Eğitim</b>. (Editör: Fatma Gök). İstanbul: Türkiye İş Bankası Yayınları, 1999, ss. 283-310.</p> <p>Sağlam, Mustafa. "İlköğretim Sınıf Öğretmenlerinin Eğitimi", <b>Türk Eğitim Tarihi</b>. (Editör: Mustafa Sağlam). Eskişehir: Anadolu Üniversitesi Yayınları, 2007, ss. 105-130.</p> <p>Sağlam, Mustafa. "Öğretmen Eğitimi", <b>Eğitim Bilimine Giriş</b>. (Editör: Mehmet Gültekin). Eskişehir: Anadolu Üniversitesi Yayınları, 2008, ss. 198-223.</p> <p>Türkoğlu, Pakize. <b>Tonguç ve Enstitüleri</b>. İstanbul: Türkiye İş Bankası Kültür Yayınları, 2000.</p> <p>Varış, Fatma. "Öğretmen Yetiştirme Üzerine", <b>50. Yıla Armağan</b>. Ankara: A. Ü. Eğitim Fakültesi, 1973, ss. 47-65.</p> <p>Yaşar, Şefik. "Öğretmenlik Mesleği ve Öğretmenin Nitelikleri", <b>Eğitim Bilimine Giriş</b>. (Editör: Mehmet Gültekin). Eskişehir: Anadolu Üniversitesi Yayınları, 2008, ss. 178-197.</p> <p>Yaşar, Şefik. "Bir Meslek Olarak Öğretmenlik", <b>Öğretmenlik Mesleğine Giriş</b>. (Editör: Ersan Sözer). Eskişehir: Anadolu Üniversitesi Yayınları, 2001, ss. 15-26.</p> <p>YÖK- Yükseköğretim Kurulu. <b>Eğitim Fakültelerinde Uygulanacak Yeni Programlar</b>, 2007.</p> <p>YÖK- Yükseköğretim Kurulu. <b>Eğitim Fakülteleri Öğretmen Yetiştirme Programlarının Yeniden Düzenlenmesi</b>. Ankara: Yükseköğretim Kurulu Başkanlığı Yayınları, 1998.</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	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 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 development in education		x	
2	Analyze and discuss curriculum development process thoroughly			x
3	Explain the teaching and learning process based on various teaching-learning theories			x
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries	x		
5	Conduct a proper program evaluation study in pursuant of program evaluation process			x
6	Analyze needs and develop a draft program based on the needs analyzed.			x
7	Apply the knowledge learnt in the field to solve current educational problems		x	
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		x	
9	Identify and disclosure the current problems in the field of curriculum and instruction			x
10	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.			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: None. 2: Partially contribution. 3: Completely contribution.

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

Date: 15.02.2012



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541602005 | COURSE NAME | Seminar

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	0	10	COMPULSORY (X) ELECTIVE ( )	Turkish
COURSE CATEGORY							
Basic Science	Educational Science	Curriculum and Instruction [if it contains considerable design, mark with (√)]				Social Science	
	% 60					% 40	
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity	%			
	Mid-Term						
	Quiz						
	Research Homework		1	30			
	Project		1	30			
	Report						
Others (presentation, summary of the presented discussion)							
FINAL EXAM	Report		1	40			
PREREQUISITE(S)	-						
COURSE DESCRIPTION	Research and application practices about the topic of thesis study.						
COURSE OBJECTIVES	Being aware of current issues regarding the study subject of thesis and gaining information.						
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION							
COURSE OUTCOMES	At the end of the course, the students: 1. Gaining ability of planning research methods. 2. Gaining the skill of determining sources about the search field. 3. Having the ability of ordering and collecting the sources about the search field. 4. Regarding scientific, social and ethical values during the stages of collecting, evaluating the sources and preparing the text. 5. Gaining the ability of presentation about the evolution of the thesis study.						
REFERENCES							
OTHER REFERENCES							
TOOLS AND EQUIPMENTS 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	Preparation and presentation of a report
5	Pursuit of the literature
6	Essays surveys
7-8	Source surveys
9	Evaluation
10	Report preparation and presentation
11	Pursuit of the literature
12	Source surveys
13	Essays surveys
14	Evaluation
15-16	Preparation and presentation of the report

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

Instructor(s): All Instructors

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541602701 | COURSE NAME | Master Thesis

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	0	0	0	0	25	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 60		% 40

ASSESSMENT CRITERIA

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

FINAL EXAM

PREREQUISITE(S)

COURSE DESCRIPTION

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

COURSE OUTCOMES

REFERENCES

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

-

Research and application practices about the topic of thesis study.

Learning how to conduct a research

- At the end of the course, the students:
1. Gaining ability of planning research methods.
  2. Gaining the skill of determining sources about the search field.
  3. Having the ability of ordering and collecting the sources about the search field.
  4. Collecting and evaluating the sources and preparing the text.
  5. Being aware of scientific, social and ethical values.

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	Preparation and presentation of a report
5	Pursuit of the literature
6	Essay surveys
7-8	Source surveys
9	Evaluation
10	Report preparation and presentation
11	Pursuit of the literature
12	Source surveys
13	Essay surveys
14	Evaluation
15-16	Preparation and presentation 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.		x	
2	Develop competence in following international literature in the field of curriculum and instruction		x	
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.		x	
4	Make scientific publications on national and international level in the field of curriculum and instruction.		x	
5	Access original information from on the field of curriculum and instruction by using quantitative and qualitative research skills.	x		
6	Reflect to ethical principles to fields in her/his life	x		
7	Design practical steps by developing effective training and management strategies	x		
8	Contribute the field of curriculum and instruction with the original ideas and studies at the scientific meetings.	x		
9	Identify problem areas in the field of education by acquiring master's degree level of knowledge, experience and research capabilities.		x	
10	Communicate effectively with teachers to support the field with national, international and interdisciplinary studies.			x
11	Develop strategies and information which improve educational organizations instructional aspects.		x	
12	Design effective learning environments and appropriate curriculums for specific fields.	x		
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.	x		
14	Have the facilities and competence to manipulate learning environment and materials.		x	
15	Produce projects which facilitate educational organizations to fulfill their roles in the economic, social, political and cultural development of the learners.		x	
	1: None. 2: Partially. 3: Completely.			

Instructor(s): All Instructors

Signature:

Date:



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Spring

COURSE CODE	541602001	COURSE NAME	Research Methods in Education II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	-	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATEGORY			
Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√)]	Social Science
	%80		%20

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

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	<ul style="list-style-type: none"><li>- Knowledge base of different qualitative research methods,</li><li>- Different qualitative research designs,</li><li>- Basic steps of qualitative research,</li><li>- Implementation of qualitative data analysis,</li><li>- Examination of a sample qualitative research topic, cover the content of this course.</li></ul>
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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.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of the course, the students should be able to: 1. understand knowledge base in different qualitative research methods, 2. learn qualitative research designs, 3. comprehend basic steps of qualitative research, 4. interpret qualitative data analysis, 5. use qualitative research methods in education effectively, 6. plan, design, interpret and report an independent qualitative research
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TEXTBOOK	<ol style="list-style-type: none"><li>1. Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema Yayıncılık, Ankara.</li><li>2. Miles, M. B. &amp; Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London.</li><li>3. Patton, M. Q. (2002). Qualitative Research &amp; Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks.</li><li>4. Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara</li><li>5. Articles (will be submitted by the instructor).</li></ol>
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OTHER REFERENCES	S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998.
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TOOLS AND EQUIPMENTS REQUIRED	-
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COURSE SYLLABUS	
WEEK	TOPICS
1	<b>I Introduction</b> 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	<b>II Types</b> Fenomenology Etnography Grounded theory Case study Field research
4	Action research Biography Narratives Hermeneutical Group focused studies (type of analysis)
5	<b>III Sampling and types</b> ( <i>Purposive-Judgement sampling, Convenience sampling, quota sampling, theoretical sampling, snowball sampling</i> )
6	<b>IV Analysis</b> <b>A. Types of analysis</b> 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>B. Types and characteristics of interview</b> i. Tightly structured ii. Structured iii. Loosely structured <b>C. Observation</b> (Participant Observation, Nonparticipant Observation) <b>Observation records</b> <b>D. Document analysis and artifact analysis</b>
12	<b>V Coding of data</b> <b>A. Data sources and characteristics</b> <b>B. Analsis</b> i. Data recording and transcription (video, audio, paper-pencil) Coding types (Levels, processes, titles, perceptions, open areas) <b>Categories and the formation process of themes and cautions</b> (Open Coding, <u>Axial Coding</u> , <u>Selective Coding</u> ) <b>C. Qualitative analysis types according to analysis</b>
13	<b>VI Validity, Reliability, Generalizability, Triangulation:</b> - <u>Member Checking:</u> - <u>Outlier Analysis:</u> - <u>Pattern Matching:</u> - <u>Representativeness Check:</u> - <u>Coding Check multiple coders:</u> - Prolonged engagement



	<ul style="list-style-type: none"> <li>- Persistent observation</li> <li>- Referential adequacy</li> <li>- Peer debriefing</li> <li>- Reflexive journal</li> <li>- Thick description</li> <li>- Purposive sampling</li> </ul> <p>Audit trail. (Lincoln and Guba, Erlandson et al. 1993)</p>
14	<b>VII Reporting</b>
15-16	<b>FINAL EXAM</b>

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

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

**Signature:**

**Date:**



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2011-2012

COURSE CODE	541602002	COURSE NAME	Fundamentals of Learning and Teaching Process
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
FALL/SPRING	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR

COURSE CATAGORY

Basic Science	Educational Science		Social Science
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ASSESSMENT CRITERIA

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

COURSE DESCRIPTION

In this course:

- Know learning and factors of affecting learning;
- Comprehension of the learning principles,
- Application of learning principles to the instructional practices;
- Understand learning theories;
- Comprehension 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 OBJECTIVES

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 COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

1. Know learning and learning process
2. Comprehend factors affecting learning
3. Know different learning theories
4. Know memory and memory species
5. Comprehend remembering and forget
6. Know teaching teories
7. Comprehend teaching principles
8. Understand teaching strategies

TEXTBOOK

Demirel, Ö. (2004). Öğretimde planlama ve değerlendirme, öğretme sanatı. Ankara: Pegema Yayıncılık.  
Feldman, R. S. (1996). Understanding psychology. Newyork: Mcgraw-Hill Inc.  
Özden, Yüksel (2002). Öğrenme-Öğretme. Ankara: Pegem Yayıncılık.  
Senemoğlu, Nuray (2005). Gelişim ve Öğrenme. Ankara: Anı Yayıncılık  
Bilen, Mürüvvet (2000). Planlamadan Uygulamaya Öğretim. Ankara: Anı Yayıncılık.  
Saban, Ahmet (2004). Öğrenme Kuramları. Ankara: Nobel Yayıncılık

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

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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	

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education		x	
2	Analyze and discuss curriculum development process thoroughly			x
3	Explain the teaching and learning process based on various teaching-learning theories	x		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		x	
5	Conduct a proper program evaluation study in pursuant of program evaluation process			x
6	Analyze needs and develop a draft program based on the needs analyzed.			x
7	Apply the knowledge learnt in the field to solve current educational problems	x		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	x		
9	Identify and disclosure the current problems in the field of curriculum and instruction		x	
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

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

Signature:

Date:



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2011-2012

COURSE CODE	541602003	COURSE NAME	Approaches in Individualization of 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
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science					Social Science
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		30	
		Quiz					
		Homework		1		30	
		Project					
		Report					
Others (.....)							
FINAL EXAM				1		40	
PREREQUIEITE(S)							
COURSE DESCRIPTION		Basic concepts of individualisation of teaching, factors that require to individualize instruction, individual differences in the individualization of instruction, the duties and responsibilities of the teacher's in individualized education, approaches to the individualization of instruction, scientific research about the individualization of instruction.					
COURSE OBJECTIVES		1. To explains the basic concepts of individualisation of teaching 2. Understanding individual differences in the individualization of instruction that are effective 3. To explain the teacher roles and responsibilities in individualized education 4. To understand the individualization in teaching approaches 5. Analyze scientific research into the individualization of instruction					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		1. Explains the basic concepts of individualisation of teaching. 2. Knows the factors that require to individualize teaching. 3. Understands individual differences in the individualization of instruction that are effective. 4. Understands the roles and responsibilities of the teacher's individualized education. 5. Understands approaches to personalization in education. 6. Analyze scientific research into the individualization of instruction.					
TEXTBOOK		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 REFERENCES		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 Yayıncılık. Saban, Ahmet (2004). Öğretme Kuramları. Ankara: Nobel Yayıncılık. Sönmez, Veysel (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı Yayıncılık. Sönmez, Veysel (2007). Öğretim İlke ve Yöntemleri. Ankara: Anı yayıncılık. Vester, F. (1997) Düşünmek, Öğrenmek, Unutmak: Öğrenme Kapasitenizi Nasıl Artırabilirsiniz (Çev. Aydın Arıtan), İstanbul: Arıtan Yayınevi.					
TOOLS AND EQUIPMENTS 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 development in education			X
2	Analyze and discuss curriculum development process thoroughly			X
3	Explain the teaching and learning process based on various teaching-learning theories		X	
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.			X
7	Apply the knowledge learnt in the field to solve current educational problems	X		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	X		
9	Identify and disclosure the current problems in the field of curriculum and instruction		X	
10	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.	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: None. 2: Partially contribution. 3: Completely contribution.				

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

Signature:

Date:



ESOGU Primary Education Department  
COURSE INFORMATION FORM

SEMESTER Fall/Spring

COURSE CODE	541602004	COURSE NAME	Learning Losses in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	-	-	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science	Primary School Teaching				Social Science	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework		1		30		
	Project						
	Report						
Others (.....)							
FINAL EXAM				1		40	
PREREQUIEITE(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		1. Understands learning and learning process 2. Understands factors Affecting Learning 3. Understands different learning theories 4. Understands memory and memory species 5. Understands remembering and Forget 6. Understands factors affecting remembering and forget					
TEXTBOOK							
OTHER REFERENCES		1. ARI, A. (2005) <b>Öğrencilerin Yaz Tatilindeki Öğrenme Kayıpları</b> , Ankara: Asil Yay. 2. ARKONAÇ, S. A. (1998) <b>Psikoloji: Zihin Süreçleri Bilimi</b> , İstanbul: Alfa Yayınları. 3. BİNBAŞIOĞLU, C. (1995) <b>Eğitim Psikolojisi</b> (Dokuzuncu Baskı), Ankara. 4. ÇELEN, Nermin (1999) <b>Öğrenme Psikolojisi</b> , Ankara: İmge Kitapevi. 5. DEMİREL, Ö. (2004) <b>Öğretimde Planlama ve Değerlendirme, Öğretme Sanatı</b> , Ankara: PegemA Yayıncılık. 6. FELDMAN, R. S. (1996) <b>Understanding Psychology</b> , Newyork: McGraw-Hill,Inc. 7. HEALY, J. M.(1999) <b>Çocuğunuzun Gelişen Akli</b> (Çev.A.Dicleli),İst.:Boyner Holding Yay. 8. ÖZDEN, Y. (2003) <b>Öğrenme ve Öğretme</b> , Ankara: PegemA Yayıncılık. 9. VESTER, F. (1997) <b>Düşünmek, Öğrenmek, Unutmak: Öğrenme Kapasitenizi Nasıl Artırabilirsiniz?</b> (Çev. Aydın Arıtan), İstanbul: Arıtan Yayınevi. 10. WOOD, D. (2003) <b>Çocuklarda Düşünme ve Öğrenme</b> (Çev.M.Ö.), Ankara: Doruk Yay.					
TOOLS AND EQUIPMENTS REQUIRED							

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			x
2	Analyze and discuss curriculum development process thoroughly			x
3	Explain the teaching and learning process based on various teaching-learning theories	x		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			x
5	Conduct a proper program evaluation study in pursuant of program evaluation process			x
6	Analyze needs and develop a draft program based on the needs analyzed.		x	
7	Apply the knowledge learnt in the field to solve current educational problems	x		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	x		
9	Identify and disclosure the current problems in the field of curriculum and instruction		x	
10	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.	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: None. 2: Partially contribution. 3: Completely contribution.

Instructor(s)

Signature:

Date:



SEMESTER Summer

COURSE CODE 541602006 COURSE NAME Education Statistics II

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

**COURSE CATAGORY**

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

**ASSESSMENT CRITERIA**

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

PREREQUIEITE(S) None

**COURSE DESCRIPTION**  
- Basic concept related to statistics  
- Sampling methods  
- theoretical distributions  
- Central tendency and dispersion,  
- Correlation and regression analysis,  
- Hypothetical test,  
cover the content of this course.

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

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

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

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

**OTHER REFERENCES**  
3. Baykul, Y. (1997). İstatistik, Metodlar ve Uygulamalar. Anı Yayıncılık, Ankara.  
4. Büyüköztürk, Ş. (2007). Sosyal Bilimler İçin Veri Analizi El Kitabı. 8. Baskı, Pegem A Yayınları, Ankara.  
5. Hovardaoğlu, S. (1994). Davranış Bilimleri İçin İstatistik. Hatipoğlu Yayınları, Ankara.  
6. Karasar, N. (2000). Bilimsel Araştırma Yöntemi: Kavramlar, İlkeler, Teknikler. 10. Baskı, Nobel Yayınları, Ankara.  
7. Özdamar, K. (1999). Paket Programlar ile İstatistiksel Veri Analizi. Kaan Kitabevi, Eskişehir.  
8. Siegel, S. (1977). Davranış Bilimleri İçin Parametrik Olmayan İstatistikler. Çeviren: Yurdal Topsever, A.Ü. Dil ve Tarih Coğrafya Fakültesi Yayınları, Ankara.



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

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

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

**Instructor(s):** Asistant Professor Ümit Çelen  
**Signature:**

**Date:**



ESOGÜ Education Science Institute  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	541602007	COURSE NAME	Approaches of Curriculum Evaluation in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATEGORY

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

ASSESSMENT CRITERIA

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

PREREQUISITE(S)

None

COURSE DESCRIPTION

Program development, program evaluation, The need for program evaluation, Program evaluation process, Program evaluation models, Evaluation of education programs: Product and achievement directed program evaluation, program element directed evaluation, Types of data used in program evaluation, Research methods used in program evaluation: Quantitative researches, Qualitative researches, Data gathering tools used in researches, Reliability and validity studies of the data gathering tools in researches, The analysis and interpretation of the data obtained in researches, Reporting the findings of the research, Program evaluation studies conducted in Turkey

COURSE OBJECTIVES

- explain the concepts of program development and program evaluation.
- comprehend the need for program evaluation.
- explain program evaluation process.
- explain program evaluation models.
- comprehend research methods used in program evaluation process.
- explain data gathering tools used in program evaluation process.
- do reliability and validity studies of data gathering tools used in researches.
- explain how to analyze and interpret the data obtained in researches.
- explain how to report the findings of the researches.
- comprehend the program evaluation studies conducted in Turkey.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Through the Program Evaluation Approaches in Education course students are expected to know program evaluation in education. And also, the students are expected to critically analyze the issues in this field.

COURSE OUTCOMES

- knows the concepts of program development and program evaluation.
- knows the program evaluation process.
- knows the models of program evaluation.
- knows the meta evaluation process.

TEXTBOOK

Yüksel, İsmail ve Sağlam, Mustafa. (2012). **Eğitimde Program Değerlendirme**. Ankara, Pegem Akademi Yayınları.

OTHER REFERENCES

Arslan, Ali ve Demirel, Özcan. (2007). İlköğretim 5. Sınıf Sosyal Bilgiler Dersi Yeni Öğretim Programının Değerlendirilmesi. **Milli Eğitim**. 175, ss. 198-208.  
Bayrak, Beyza ve Erden, Münire A. (2007). Fen Bilgisi Öğretim Programının Değerlendirilmesi. **Kastamonu Eğitim Dergisi**. 15(1), ss. 137-154.  
Demirel, Özcan; Şahan, Hasan H.; Ekinci, Necla; Özbay, Alev; Begimgil, Murat A.

	<p>(2006). Basamaklı Öğretim Programının Süreç ve Ürün Açısından Değerlendirilmesi. <b>Milli Eğitim</b>. 172, ss. 72-90.</p> <p>Demirel, Özcan. (2003). <b>Kuramdan Uygulamaya Eğitimde Program Geliştirme</b>. Ankara: Pegem Yayıncılık.</p> <p>Ertürk, Selahattin. (1972). <b>Eğitimde Program Geliştirme</b>. Ankara: Hacettepe Üniversitesi Basımevi.</p> <p>Gözütok, Dilek. (1999). Program Değerlendirme. <b>Cumhuriyet Döneminde Eğitim II</b>. Ankara: Milli Eğitim Bakanlığı Basımevi, ss. 160-174..</p> <p>Şahin, İsmet. (2008). Yeni İlköğretim Birinci Kademe Fen ve Teknoloji Programının Değerlendirilmesi. <b>Milli Eğitim</b>. 177, ss. 181-206.</p> <p>Turgut, Fuat. (1983). Program Değerlendirme. <b>Cumhuriyet Döneminde Eğitim I</b>. İstanbul: Milli Eğitim Basımevi, ss. 215-231.</p> <p>Yaşar, Şefik ve Selvi, Kıymet. (1999). Ortaöğretim Fen Eğitimi Programlarının Değerlendirilmesi. <b>4. Ulusal Eğitim Bilimleri Kongresi Bildiriler I</b>. Eskişehir: Anadolu Üniversitesi Eğitim Fakültesi Yayınları, ss. 108-121.</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	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		X	
2	Analyze and discuss curriculum development process thoroughly		X	
3	Explain the teaching and learning process based on various teaching-learning theories		X	
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process	X		
6	Analyze needs and develop a draft program based on the needs analyzed.	X		
7	Apply the knowledge learnt in the field to solve current educational problems	X		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		X	
9	Identify and disclosure the current problems in the field of curriculum and instruction	X		
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Prof.Dr. Şefik YAŞAR

Signature

Date: 15.02.2012



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER 2011-2012

COURSE CODE	541602008	COURSE NAME	Student-Centered Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
FALL/SPRING	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	TR
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science						Social Science
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework						
	Project		1		30		
	Report						
Others (.....)							
FINAL EXAM				1		40	
<b>PREREQUIEITE(S)</b>							
COURSE DESCRIPTION		<ul style="list-style-type: none"><li>Philosophical and pedagogical foundations of student-centered education,</li><li>The problems that generate the learning process in terms of traditional approaches in education,</li><li>Features and developments of student-centered training programs,</li><li>Regulation of student-centered learning environment</li></ul> Review learning theories in terms of student-centered education, <ul style="list-style-type: none"><li>Arrangement the student-centered learning-teaching activities,</li><li>Student-centered learning-teaching strategies</li><li>Methods, In the context of developing technology student-centred distance education, measuring and evaluating student-centered practices</li></ul>					
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-centred education, to arrange the student-centered learning-teaching activitie to use student-centered measuring and evaluating.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		<ol style="list-style-type: none"><li>Comprehend philosophical foundations of student-centered education</li><li>Understand pedagogical basics of the student-centered education</li><li>raditional approach in education in terms of the learning process by recognizing the problems that breed solutions</li><li>Features and development of student-centered training programs</li><li>Arrange the student-centered learning environments</li><li>Review learning theories in terms of student-centred education</li><li>Arrange the student-centered learning-teaching activities</li><li>Student-centered measuring and evaluating practices</li></ol>					
TEXTBOOK		Murdoch K. ve Wilson, J. (2004). Creating a lerner-centred primary clasroom. Oxon: Routledge. Marykeen W. (2002). Learner centred teaching. San Francisco: Jossey-Bass.					
OTHER REFERENCES		Demirel, Ö. (2011). Eğitimde Yeni Yönelimler. Ankara: Pegem Akademi Yayıncılık. Gardner H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.					

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

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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	

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education		x	
2	Analyze and discuss curriculum development process thoroughly			x
3	Explain the teaching and learning process based on various teaching-learning theories	x		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries		x	
5	Conduct a proper program evaluation study in pursuant of program evaluation process			x
6	Analyze needs and develop a draft program based on the needs analyzed.			x
7	Apply the knowledge learnt in the field to solve current educational problems	x		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	x		
9	Identify and disclosure the current problems in the field of curriculum and instruction	x		
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

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

Date:



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | 2011-2012

COURSE CODE	541602009	COURSE NAME	Instructional Leadership
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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
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science					Social Science
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		40	
		Quiz					
		Homework					
		Project					
		Report					
		Others (.....)					
FINAL EXAM				1		60	
PREREQUIEITE(S)							
COURSE DESCRIPTION		Approaches and theories related to management and leadership, school management and school leadership, leadership role of school administrator, school administrator as the leader of education and training, effective schools, school leadership, school principals' instructional leadership behaviors, the school's vision and mission management, school program management, development of school staff, creating a positive school climate and culture, development of school-community-family relations, some research on instructional leadership in Turkey and the world.					
COURSE OBJECTIVES		1. Explanation of the concepts of leader and leadership 2. Explanation of the concepts of executive and management 3. Understanding the management and leadership theories comprehension 4. Knowledge of leadership roles of the school manager 5. Understanding the school administrator's responsibilities as the leader of the education and training 6. Understanding the role of leadership in creating an effective school 7. Knowledge of instructional leadership behaviors of school principals 8. Analyzes some research on instructional leadership in Turkey and the world					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		1. Explain the concepts of leader and leadership. 2. Explain the concepts of manager and executive. 3. Understands theories of leadership and management. 4. Knows the school administrator leadership roles. 5. Understands responsibilities as a leader in education and training of school managers. 6. Understands the role of leadership in creating an effective school. 7. Knows that the leadership behaviors of school principals. 8. Analyzes some research on instructional leadership Turkey and the world.					
TEXTBOOK		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 REFERENCES		Özden, Y. (Editör) (2004). Eğitim ve okul yöneticiliği el kitabı. Ankara: Pegema. Şişman, M. (2011). Eğitimde mükemmellik arayışı. Ankara: Pegem Akademik Yayınları. Şişman, M. ve Turan, S. (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema					
TOOLS AND EQUIPMENTS REQUIRED							

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 development in education			X
2	Analyze and discuss curriculum development process thoroughly			X
3	Explain the teaching and learning process based on various teaching-learning theories			X
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries			X
5	Conduct a proper program evaluation study in pursuant of program evaluation process			X
6	Analyze needs and develop a draft program based on the needs analyzed.			X
7	Apply the knowledge learnt in the field to solve current educational problems	X		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	X		
9	Identify and disclosure the current problems in the field of curriculum and instruction		X	
10	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.	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: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Prof. Dr. Mehmet ŞİŞMAN

Signature:

Date:





**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	Spring
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<b>COURSE CODE</b>	541602010	<b>COURSE NAME</b>	Current Issues in Language Curriculum and Teaching
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	-		3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

**COURSE CATAGORY**

<b>Basic Science</b>	<b>Educational Science</b>		<b>Social Science</b>
	x		

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term		
	Quiz		
	Homework	1	25
	Project	1	25
	Report		
	Others ( )		
<b>FINAL EXAM</b>			50

**PREREQUIEITE(S)**

**COURSE DESCRIPTION**

In this course, it is aimed to examine and discuss the current teacher-training, program development, testing and assessment as well as teaching-learning processes, thus to investigate the in-class problems caused due to individual and social differences. In this context, the graduate students who will take this course and who are related with English teaching at public and private schools will be aware of the current issues in this field and they will be encouraged to discuss these issues referring to the related literature and offer reasonable solutions. In this way, it is intended to enable studnets to master the basic concepts and theories in language curriculums and teaching.

**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**

Language teaching and curriculums differ from other basic courses in terms of learning and teaching strategies, processes, learners' needs and outcomes. This courses can be a guide for the graduate students thanks to its focus on language curriculum and its teaching basics. In that sense, the current issues urged in many platforms can be handled with the teachers who have trainings on this area, as aimed in this lesson.

**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.

**TEXTBOOK**

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.

<b>OTHER REFERENCES</b>	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.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	projection, computer and sound system

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Analyze and discuss curriculum development process thoroughly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Explain the teaching and learning process based on various teaching-learning theories	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Conduct a proper program evaluation study in pursuant of program evaluation process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Analyze needs and develop a draft program based on the needs analyzed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Apply the knowledge learnt in the field to solve current educational problems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Apply the theoretical knowledge of the field to develop the activities in various fields.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Identify and disclosure the current problems in the field of curriculum and instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Analyze and interpret the data obtained in scientific studies in the field using proper statistical methods and techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Apply quantitative and qualitative research methods properly and correctly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Report the findings of researches in the field of curriculum and instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Present the studies in the field of curriculum and instruction in scientific arrangements, meeting etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

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



ESOGÜ Education Science Institute  
Course Information Form

SEMESTER	Spring
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COURSE CODE	541602011	COURSE NAME	Curriculum in Preschool Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	-	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATAGORY			
Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	%100		General Knowledge( ) Content Knowledge ( )

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

PREREQUIEITE(S)	
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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.
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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 pre-school education programs used in our country and in the world.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	6. Knows the importance of a curriculum, the principles and items. 7. Knows the development of pre-school education in Turkey. 8. Recognizes and implies the "Preschool Education Program" entirely. 9. Prepares, implements and evaluates monthly training plan, daily training plan and activity plan. 10. 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
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TEXTBOOK	Diken, H. İ. (2010). <i>Erken çocukluk eğitimi</i> . Ankara: Pegem Akademi Yayınları. Bredenkamp, S. & Copple, C. (Eds.). (2006). <i>Developmentally Appropriate Practice in Early Childhood Programs</i> . (Revised Ed.). Washington DC: National Association for the Education of Young Children (NAEYC Series Number: 234). Milli Eğitim Bakanlığı (2013). <i>Okul öncesi eğitim programı..</i> Ankara: MEB.
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OTHER REFERENCES	Bodrova, E. ve Leong, D. (2007). <i>Zihnin Araçları Erken Çocukluk Eğitimine Vygotsky Yaklaşımı</i> . Yay. Haz. G. Haktanır, Çev. T. Güler, F. Şahin, A. Yılmaz ve E. Kalkan. Ankara: Anı Yayınevi.
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	Cooper, H. (1998). <i>History in the Early Years</i> . NY. Routledge. Erdiller, Z. B. (2010). <i>Erken çocukluk eğitiminde temel kuramlar ve yaklaşımlar</i> , H. İ. Diken (Ed.) Erken Çocukluk Eğitimi (ss. 55-91). Ankara: Pegem Akademi Yayınevi. IBO, (2007). <i>Making The PYP Happen: A Curriculum for International Primary Education</i> . International Baccalaureate Peterson House, Cardiff, Wales, UK.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Explain philosophical, social, economic, psychological, and historical fundamentals of curriculum development in education			x
2	Analyze and discuss curriculum development process thoroughly		x	
3	Explain the teaching and learning process based on various teaching-learning theories	x		
4	Comparatively examine and evaluate the teacher training systems of turkey and various countries	x		
5	Conduct a proper program evaluation study in pursuant of program evaluation process		x	
6	Analyze needs and develop a draft program based on the needs analyzed.	x		
7	Apply the knowledge learnt in the field to solve current educational problems	x		
8	Apply the theoretical knowledge of the field to develop the activities in various fields.		x	
9	Identify and disclosure the current problems in the field of curriculum and instruction		x	
10	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.		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: None. 2: Partially contribution. 3: Completely contribution.

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

**Signature:**

**Date:**

