

# **Educational Administration, Supervision, Planning and Economics Program (Master program with thesis and non-thesis)**

## **1. General Information**

Educational Administration, Supervision, Planning and Economics Master Program with thesis and non-thesis has accepted its first students in the 1997-1998 academic year within the Institute of Social Sciences. Since the foundation of the Institute of Educational Sciences in the 2009-2010 academic year, it has been incorporated in to this institute. The master program in question focuses on the disciplines such as management science, educational administration, social theory, effective school management, organizational behavior, leadership, education policy, Turkish educational system, school culture and educational supervision.

Educational Administration, Supervision, Planning and Economics Doctorate Program has accepted its first students in the 2007-2008 academic year. Since the foundation of the Institute of Educational Sciences in the 2009-2010 academic year, it has been incorporated in to this institute. Educational Administration, Supervision, Planning and Economics Doctorate Program deal with the disciplines such as basic theories and practices of educational administration, leadership theories, philosophy of science, development of human resources, school improvement and development, accountability and accounting control, educational planning, educational economics and different aspects of educational administration.

The aims of Educational Administration, Supervision, Planning and Economics Doctorate Program are training managers for Ministry of National Education and schools which are connected to this ministry and instructors for relevant parts of universities; ensuring their continuing professional development of teachers, managers and inspectors working in the institutions under Ministry of National Education; contributing to the development and implementation of educational policies; training specialists or assistant specialists having competency of taking part in the educational units of the relevant institutions.

## **2. Acquired Degree**

Students who successfully complete the program are received Masters' Degree and Doctorate Degree in the field of Educational Administration, Supervision, Planning and Economics.

## **3. Level of Degree**

Masters' degree

## **4. Admission Requirements**

In order to start Educational Administration, Supervision, Planning and Economics Master and Doctorate Programs, 5<sup>th</sup>, 11<sup>th</sup> and 16<sup>th</sup> Articles for student acceptance in Eskisehir Osmangazi University Graduate Education Regulations should be taken into consideration.

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

Acceptance of transfer students for thesis and non-thesis Master's Program and Doctorate Program of Educational Administration, Supervision, Planning and Economics is performed on the basis of 28<sup>th</sup> Article in Eskisehir Osmangazi University Graduate Education Regulations.

Acceptance of students to preparatory programs for thesis and non-thesis Master's Program and Doctorate Program of Educational Administration, Supervision, Planning and Economics is performed on the basis of 29<sup>th</sup> Article in Eskisehir Osmangazi University Graduate Education Regulations.

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

Non-thesis Educational Administration, Supervision, Planning and Economics Master Program comprises of at least 10 courses which should not be less than a total of 30 credits and a term project. Term project is non-credit and evaluated by satisfactory or unsatisfactory.

Thesis Educational Administration, Supervision, Planning and Economics Master Program comprises of at least 9 courses which should not be less than a total of 27 credits, seminar course and thesis study. Seminar course and thesis study are non-credit and evaluated by satisfactory or unsatisfactory.

### **7. Program Profile (The Purpose)**

Major aims of the Thesis and Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs are;

- *to be aware of the existing problems of educational institutions in the fields of administration, supervision, planning and economics and to develop alternative solutions to these problems*
- *to train managers making educational institutions effective and efficient, using advanced technology effectively, having leadership skills, thinking critical, making team work, knowing and using scientific processes.*

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

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;

- *to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.*
- *to gain comprehension on the basic characteristics of scientific research process.*
- *to develop an ability of pursuing national and international publications in the field of educational administration and supervision.*
- *to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.*
- *to aware of the ethical principles and reflect these principles practices in the field.*
- *be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.*
- *to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.*
- *to analyze educational organisations from structural and practical perspectives.*
- *to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.*
- *to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners*
- *to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system*
- *to discuss the competences of managers to be able lead educational organizations*
- *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.*
- *to gain information about educational systems and practices in the field of administration of different countries.*

- *to evaluate a problem existing in the field by using scientific research methods.*

At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;

- *to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.*
- *to explain the basic characteristics of scientific research process in a detailed way.*
- *to develop an ability of pursuing national and international publications in the field of educational administration and supervision.*
- *to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.*
- *to aware of the ethical principles and reflect these principles practices in the field.*
- *to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.*
- *to evaluate educational organization from structural and practical perspectives.*
- *to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.*
- *to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners*
- *to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system*
- *to discuss the competences of managers to be able lead educational organizations*
- *to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.*
- *to gain information about educational systems and practices in the field of administration of different countries.*
- *to find a systematic and original solution to the problem existing in the field by using scientific research methods.*
- *to gain basic statistical skills.*
- *to contribute the information sharing by joining the national and international meeting related to the field.*
- *to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.*

## **9. Graduate Employment Opportunities**

Students who complete the Master's Degree and Doctorate Degree Program in Educational Administration, Supervision, Planning and Economics can be employed as research assistant or instructor in faculty of education in universities, specialist or assistant specialist in educational departments of various public or private organizations.

## **10. Transition to Next Degree Programs**

Candidates who successfully complete master education can study in their field or related field PhD programs on condition that they take ALES or equivalent exams and have adequate level of foreign language knowledge.

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

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

## **12. Graduation Requirements**

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

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

Full time

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

Eskişehir Osmangazi University  
Faculty of Education  
Graduate School of Educational Sciences  
Meşelik Campus 26480 Eskişehir

Director Prof. Dr. Ahmet Aypay  
E-mail: [aypaya@yahoo.com](mailto:aypaya@yahoo.com)  
Phone: 0 (222) 239 37 50/1627

Vice Director Assoc. Prof. Dr. Özden Tezel  
E-mail: [otezel@ogu.edu.tr](mailto:otezel@ogu.edu.tr)  
Phone: 0 (222) 239 37 50/1641

Vice Director Assist. Prof. Dr. Ali Eryılmaz  
E-mail: [erali76@hotmail.com](mailto:erali76@hotmail.com)  
Phone: 0 (222) 239 37 50/1637

Erasmus Coordinator: Assist. Prof. Dr. İlknur Şentürk  
E-mail: [ilknurkokcu@gmail.com](mailto:ilknurkokcu@gmail.com)  
Phone: 0 (222) 239 37 50/1674

## **15. Department/Program Facilities**

Number of faculty members involved in this program is 13, including 4 professors, 4 associate professors and 5 assistant professors. There are 25 computers, 4 printers, 2 browsers and 5 projections in the department. These equipments are used by students and teachers inside and outside the classrooms for the purposes of literature review, project and seminar preparation, and making presentations. Faculty and the central library computers are available for use throughout the week during office hours. The number of open terminal to graduate students and / or the number of personal computers is 225. Faculty and the central library computers are available for use throughout the week during office hours.

## **16. Academic Staff**

Prof. Dr. Ahmet Aypay - Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

Prof. Dr. Selahattin Turan - Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

Prof. Dr. Ayhan Aydın - Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

Assist. Prof. Dr. İlknur Şentürk - Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

Prof. Dr. Bahaddin Acat - Department of Educational Sciences, Curriculum and Instruction Program

Assoc. Prof. Dr. Zühal Çubukçu - Department of Educational Sciences, Curriculum and Instruction Program

Assoc. Prof. Dr. Cemil Yücel - Department of Elementary Education, Elementary Classroom Teacher Education Program

Assoc. Prof. Dr. Engin Karadağ - Department of Elementary Education, Elementary Classroom Teacher Education Program

Assoc. Prof. Dr. Asım Arı - Department of Educational Sciences, Curriculum and Instruction Program

Assist. Prof. Dr. İsmail Yüksel - Department of Educational Sciences, Curriculum and Instruction Program

Assist. Prof. Dr. Ümit Çelen - Department of Educational Sciences, Measurement and Evaluation Program

Assist. Prof. Dr. Odilea Rocha Erkaya - Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

Assist. Prof. Dr. Ümit Özkaya - Department of Educational Sciences, Curriculum and Instruction Program

## **17. Courses – ECTS Credits**

HIGHER EDUCATION ADMINISTRATION MASTER PROGRAM (NON-THESIS)					
Course Code	Course Name	ECTS	T+P+L	C/E	Language
<b><u>Fall Semester (I. Semester)</u></b>					
541201001	Research Methods in Education I	10	3+0+3	C	Turkish
541201002	Social Theory and Education	10	3+0+3	E	Turkish
541201003	Introduction to Public Administration	10	3+0+3	E	Turkish
541201004	Educational Administration	10	3+0+3	E	Turkish
541201013	Education Statistics I	10	3+0+3	E	Turkish
541201015	Comparative Education	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>12</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
541202001	Educational Leadership	10	3+0+3	E	Turkish
541202002	Turkish Education System	10	3+0+3	E	Turkish
541202003	Educational Policies	10	3+0+3	E	Turkish
541202009	Research Methods in Education II	10	3+0+3	E	Turkish
541202010	Supervision and Evaluation in Education	10	3+0+3	E	Turkish
541202011	Ethics in Educational Administration	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>9</b>		
<b><u>Fall Semester (III. Semester)</u></b>					
541201005	Human Resources Management	10	3+0+3	E	Turkish
541201006	Organizational Behavior	10	3+0+3	E	Turkish
541201007	Effective School Management	10	3+0+3	E	Turkish
541201016	Teacher Training Approaches	10	3+0+3	E	Turkish
541201017	School Community Relations	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>9</b>		
<b><u>Spring Semester (IV. Semester)</u></b>					
541201008	Term Project	30	0+2+0	C	Turkish
<b>Total Credit</b>		<b>30</b>	<b>0</b>		



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201001 | COURSE NAME | Research Methods in Education I

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	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
-	%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) | -

**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 araştırmada etik ve sorunları. Ankara: TUBA</li> </ul>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Basic principles in educational research
2	Problem/Purpose
3	Literature Review
4	Qualitative and quantitative research designs
5	Sampling
6	Experimental research
7-8	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>At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;</b>				
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		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 educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			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 educational administration, supervision, planning and economics.		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 organisations from structural and practical perspectives.			x
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
12	to discuss the competences of managers to be able lead educational organizations			x
13	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	
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	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): Prof. Dr. Ahmet AYPAY

Signature:

Date:





ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201002 | COURSE NAME | Social Theory and Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	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  
<http://www.digeratiweb.com/sociorealm/>

<b>TOOLS AND EQUIPMENTS REQUIRED</b>	-
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<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>At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;</b>				
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		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 educational administration, supervision, planning and economics.		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 organisations from structural and practical perspectives.		x	
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations		x	
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	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): Prof. Dr. Selahattin Turan /Assoc. Prof. Dr. Mizrap Polat  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201003 | COURSE NAME | Introduction to Public Administration

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATEGORY</b>							
Basic Science		Educational Science				Social Science	
-		%50				%50	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	Evaluation Type		Quantity		%		
	Mid-Term		1		40		
	Quiz						
	Homework						
	Project						
	Report						
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>				1		60	
<b>PREREQUISITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		Basic principles of effective and efficient public administration, management theories, communication in the organization, public law, the structure and functioning of public organizations, centralization, decentralization, leadership and motivation theories, current approaches to public administration, presentation education as a public service, public administration practices in different countries, principles of ethics in public administration.					
<b>COURSE OBJECTIVES</b>		To have theoretical knowledge about the basic principles, structure and function of public administration and to transfer this information to dimension of schools as a public institutions.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		1.To know the basic principles, methods and concepts of public administration. 2.To realize differences in management theories have emerged. 3.To reveal components of an effective and efficient organizational structure 4.To identify the strengths and weaknesses of the public management practices in the different countries. 5.To develop a model with highly qualified dealing with education as a public service.					
<b>TEXTBOOK</b>		1.Tortop, N. (1991). <i>Kamu yönetimi</i> . Ankara: TODAİE Yayınları. 2.Eryılmaz, B. (2010). <i>Kamu yönetimi (3.bs.)</i> . Ankara: Okutman Yayıncılık. 3. Güler, B. A., Tellal, E., Karasulu, K., Kutlu, M. N., Keskin, N., Karahanoğulları, O, Akın, Ö., Esen, S., Çınar, T. ve Ömürgönülşen, U. (2009). <i>Kamu yönetimi ülke incelemeleri (2.bs.)</i> . Ankara: İmge Kitabevi. 4. Stillman, R. J. (2010) (9th ed.). <i>Public administration: Concepts and cases</i> . Australia:Wadsworth Cengage Learning.					
<b>OTHER REFERENCES</b>		1.Kaya, Y.K. (2009). <i>İnsan yetiştirme düzenimiz</i> . Ankara: Pegem A Akademi. 2. Ergun, T. (2004). <i>Kamu yönetimi/ kuram siyasa uygulama</i> . Ankara: TODAİE Yayınları. 3. OECD (2003). <i>Kamu hizmetinde etik: Güncel konular ve uygulama</i> . İstanbul: TÜSİAD Yayınları.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		-					

COURSE SYLLABUS	
WEEK	TOPICS
1	The basic principles of public administration
2	Process of historical development of public administration
3	Theories of Management
4	Structure and function of public organizations
5	Administration styles
6	Leadership and motivation
7-8	MID-TERM EXAM
9	Organization and communication
10	Public Law
11	Current approaches to public administration
12	Education as a public service
13	Ethical principles in public administration
14	Public management practices in different countries
15-16	FINAL EXAM

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations		x	
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	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): Prof. Dr. Ayhan Aydın

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201004 | COURSE NAME | Educational Administration

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	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
	%75		%25

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

**COURSE DESCRIPTION**  
Theoretical and conceptional foundations of educational administration; Basic principles of educational management; Classical organization theory and educational management; Neo-classical organizational theory and educational management; Current organizational theory and educational management; Theory and practice in educational management; Developing educational administration as a human science in the world and Turkey; Training and attainment of educational administrators and school principals in the in the world and Turkey; School administration and school management process; School law; Management of human resources; Curriculum, instruction, and student services and other services in the school.

**COURSE OBJECTIVES**  
By the end of the course students should be able to:  
1. understand organizational theories on the educational management  
2. understand the theories related to the educational management  
3. understand developing the field of educational administration in the world and Turkey.  
4. understand training and attainment of educational administrators in the world and Turkey.  
5. understand education and school management process, problems about educational management and promises.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

**COURSE OUTCOMES**  
students are going to  
1. understand organizational theories on the educational management  
2. understand the theories related to the educational management  
3. understand developing the field of educational administration in the world and Turkey.  
4. understand training and attainment of educational administrators in the world and Turkey.  
5. understand education and school management process, problems about educational management and promises.

**TEXTBOOK**  
• Şişman, M. & Turan, S. (2001). Okul Yöneticileri İçin Standartlar: Eğitim Yöneticilerinin Bilgi Temelleri Üzerine Düşünceler, **B. Ü. Sosyal Bilimler Enstitüsü Dergisi**, 3(4), 68-87.  
• Şişman, M. & Turan, S. (2004). Dünyada ve Türkiye'de Eğitim Yöneticilerinin Yetiştirilmesi, **Türk Eğitim Bilimleri Dergisi**, C. 2, s.1.

<p style="text-align: center;"><b>OTHER REFERENCES</b></p>	<ul style="list-style-type: none"><li>• Bursaliođlu, Z. (1991). <b>Eđitim Yönetiminde Teori ve Uygulama</b>. Ankara: Pegema</li><li>• Bursaliođlu, Z. (1999). <b>Okul Yönetiminde Yeni Yapı ve Davranış</b>. Ankara: Pegema.</li><li>• Özden, Y. (Editör) (2004). <b>Eđitim ve Okul Yöneticiliđi El Kitabı</b>. Ankara: Pegema.</li><li>• Şişman, M. &amp; Turan, S. (2005). <b>Eđitim ve Okul Yönetimi</b>. A. Yesevi Üniversitesi Ders Notları</li><li>• Şişman, M. (1994). <b>Örgüt Kültürü</b>, Eskişehir: A. Ü. Yayınları</li><li>• Şişman, M. (2002). <b>Örgütler ve Kültürler</b>, Ankara: Pegema.</li><li>• Şişman, M. (2009). <b>Türk Eđitim Sistemi ve Okul Yönetimi</b>. Ankara: Pegema.</li><li>• Taymaz, H. (2001) <b>Okul Yönetimi</b>. Ankara: Pegema</li><li>• Turan, S. (Editör) (2010). <b>Eđitim Yönetimi: Teori, Araştırma ve Uygulama</b>. Ankara: Nobel Yayıncılık.</li></ul>
<p><b>TOOLS AND EQUIPMENTS REQUIRED</b></p>	

COURSE SYLLABUS	
WEEK	TOPICS
1	Theoretical and conceptional foundations of educational administration
2	Basic principles of educational management; Classical organization theory and educational management; Neo-classical organizational theory and educational management; Current organizational theory and educational management;
3	Management processes
4	Theory and practice in educational management
5	Developing educational administration as a human science in the world and Turkey
6	Training and attainment of educational administrators and school principals in the in the world and Turkey
7-8	MID-TERM EXAM
9	School administration and school management process
10	Management of human resources
11	Management of students' services in the school.
12	Management of education and training practices in the school.
13	Management of school
14	Solutions to the problems of education and school management
15-16	FINAL EXAM

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations		x	
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	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): Prof. Dr. Mehmet Şişman/ Prof. Dr. Ahmet Aypay

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201013 | COURSE NAME | Education Statistics I

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (x)	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Mechanical Engineering Profession [if it contains considerable design, mark with (√)]			Social Science
		%60					%40
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>				<b>Evaluation Type</b>		<b>Quantity</b>	<b>%</b>
				1st Mid-Term			
				2nd Mid-Term			
				Quiz			
				Homework		1	40
				Project			
				Report			
				Others (.....)			
<b>FINAL EXAM</b>					1	60	
<b>PREREQUIEITE(S)</b>				None			
<b>COURSE DESCRIPTION</b>				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. Significance 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.			
<b>COURSE OBJECTIVES</b>				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.			
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>				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.			
<b>TEXTBOOK</b>				Şener Büyüköztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık.			
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>				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

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		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 educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		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 educational administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.		x	
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.			x
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners			x
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system			x
12	to discuss the competences of managers to be able lead educational organizations			x
13	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	
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	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): Assist. Prof. Dr. Ümit ÇELEN  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201015 | COURSE NAME | Comparative Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	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	1	20
Research assignment	1	30	
Weekly assignment	1	20	
Comparison Analysis	1	30	
Report			
Others (.....)			

FINAL EXAM

PREREQUIEITE(S)

COURSE DESCRIPTION

- Historical look to comparative education  
- Trends in comparative education  
- Comparative Educational Sciences  
- Theory development  
- Work on national variation  
- International standards, assessment and quality of education  
- Borrowing and lending in education  
- Higher education and imperialism  
- American education exportation  
- Globalization, internationalisation and assimilation of education reforms  
- Development, modernization, democratising and education  
- Global meanings and international models  
- Assimilation and differentiation/homogeneity and hybrid forms  
- International Education Reform and Policy Implementation  
covers the content of this course

COURSE OBJECTIVES

This course provides a basis for comparative educational methods, basic concepts and recent trends related to comparative education. It is also expected that this course enables students to determine strenghts and weaknesses of international comparative education research, and identify methodical studies performed about comparative education and concepts worked by scientists.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

At the end of the course, the students will be able to:  
1. analyze educational administration structures and processes of different countries,  
2. compare educational administration practices of different countries,  
2. analyze the effectiveness of different educational administration and educational policy practices around the world,  
3. compare different educational administration structures with Turkey case.

TEXTBOOK

OTHER REFERENCES

- Altbach, P.G. & Kelly, G. (1984). Education and the Colonial Experience. New Brunswick, Transaction.
- Arı, Asım. (2006). İsviçre (Basel) Okul Sistemi, okul Sistemleriyle İlgili farklı bir model, Ankara: Pegem.

	<ul style="list-style-type: none"> <li>• Arnove, R.F. &amp; Torres, C.A (1999). Comparative Education. The Dialectic of the Global and the Local. Rowman &amp; Littlefield, New York.</li> <li>• Bekir Parlak ve Cantürk Caner (2009). Karşılaştırmalı siyasal ve yönetsel yapılar. Aktüel Alfa Yayınları.</li> <li>• Demirel, Özcan. (2000). Karşılaştırmalı eğitim, Ankara: Pegem.</li> <li>• Erdoğan, İrfan. (2003). Karşılaştırmalı Eğitim: Türk Eğitim Bilimleri Çalışmaları İçinde Önemszenmesi Gereken Bir Alan.</li> <li>• Erdoğan, İrfan. Karşılaştırmalı eğitim: çağdaş eğitim sistemleri. – 1. bs. – İstanbul: Sistem Yayıncılık, 1995.</li> <li>• Feinberg, W. &amp; Soltis, J. F. (1992). School and Society. New York: Teachers College Press.</li> <li>• Füsün Akkoyun (2005). Ülkeler ve eğitim sistemleri: Karşılaştırma yazıları. Nobel Yayınevi.</li> <li>• Hesapçioğlu, M. Özcan, Ş. (2005). Küresel rekabet ortamında Türk Eğitim Sisteminin kalitesi. Ankara: Nobel Yayın Dağıtım.</li> <li>• Max Weber (2005). Bürokrasi ve otorite. Adres Yayınları.</li> <li>• Max Weber (1997). Protestan ahlakı ve kapitalizmin ruhu. Araç Yayınevi.</li> <li>• Mustafa Ergün (1985). Karşılaştırmalı eğitim.</li> <li>• Noah, H. and Eckstein, M. (1998) Doing Comparative Education: Three Decades of Collaboration. Comparative Education Research Centre, University of Hong Kong.</li> <li>• Phillips, D. and Ertl, H. (2003). Implementing European Union education and training policy : a comparative study of issues in four member states. Dordrecht : Kluwer Academic. Anadolu Üniv Kütüphanesi: LC92 .B3 I543 2003</li> <li>• Öztürk, H. (2001). Belçika'da ve Türkiye'de zorunlu eğitim. – 1. bs. – Ankara: Nobel, 2001.</li> <li>• Sağlam, Mustafa. (1999). Avrupa ülkelerinin eğitim sistemi, Eskişehir: Anadolu Ü. Yayınları.</li> <li>• Sözer, Ersan. (1997). Üç Avrupa Ülkesinde Eğitim: Almanya, Danimarka, Fransa Eğitim Sistemleri, Eskişehir: Anadolu Ü. Yayınları.</li> <li>• Theda Skocpol (2004). Devletler ve toplumsal devrimler: Fransa, Rusya ve Çin'in karşılaştırmalı bir çözümlemesi. İmge Kitabevi Yayınları.</li> <li>• Türkiye ve AB ülkelerinin eğitim sistemleri. Ankara: MEB Dışilişkiler Genel Müdürlüğü.</li> <li>• Türkoğlu, Adil (1998). Karşılaştırmalı eğitim: Dünya ülkelerinden örneklerle. Adana: Baki Kitapevi.</li> <li>• Ülkeler ve eğitim sistemleri: karşılaştırma yazıları / editör Füsün Akarsu. – Ankara : Nobel Yayın Dağıtım, c2005.</li> </ul>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Historical look to comparative education, Trends in comparative education
2	Comparative Educational Sciences, Theory development
3	Work on national variation
4	International standards, assessment and quality of education
5	Borrowing and lending in education
6	Higher education and imperialism
7-8	MID -TERM
9	American education exportation
10	Globalization, internationalisation and assimilation of education reforms
11	Development, modernization, democratising and education
12	Global meanings and international models
13	Assimilation and differentiation/homogeneity and hybrid forms
14	International Education Reform and Policy Implementation
15-16	FINAL EXAM

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	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 educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration administration, supervision, planning and economics.		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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations		x	
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.	x		
15	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): Prof. Dr. Ahmet Aypay  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER Spring

COURSE CODE 541202001 COURSE NAME Educational Leadership

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science	
	% 60					% 40	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Article review						
	Research assignment		1		30		
	Project		1		30		
	Final Exam		1		40		
	Report						
Others (.....)							
<b>FINAL EXAM</b>							
<b>PREREQUIEITE(S)</b>							
-							
<b>COURSE DESCRIPTION</b>		Content of the course is as follows: Concept of leadership; leadership theories; leadership and decision making; leadership and communication; leadership and ethics; vision and leadership; learning organizations and leadership; ledaerhip and the future.					
<b>COURSE OBJECTIVES</b>		The main aim of the course is to introduce leadership theories and their use in education school setting.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>		By the end of this module students will be able to: 1. understand foundations of leadership theories, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, 6. experience in dealing with controversial issues in leading education.					
<b>TEXTBOOK</b>							
<b>OTHER REFERENCES</b>		1. Şişman, M. (2002c). <b>Eğitimde Mükemmellik Arayışı</b> . Ankara: Pegema. 2. Şişman, M. (2002b). <b>Öğretim Liderliği</b> . Ankara: Pegema. 3. Şişman, M. & S. Turan (2001). <b>Eğitimde Toplam Kalite Yönetimi</b> . Ankara: Pegema 4. Keçeciöğlü, T. (1998). <b>Liderlik ve Liderler</b> . İstanbul: Mavi Kitaplar 5. Wadsworth, W. J. (1999). <b>Liderlik</b> . İstanbul: Hayat. 6. Maxwell, J. C. (1999). <b>Liderlik nitelikleri</b> . İstanbul: Beyaz. 7. Kotter, J. P. (1998). <b>Matsushita liderliği</b> . İstanbul: Sistem. 8. Fukuyama, F. (1999). <b>Tarihin sonu ve son insan</b> . İstanbul: Gün. 9. İnan K. (1993). <b>Türkiye Gerçeği</b> . İstanbul: Timaş. 10. Kennedy, J. F. <b>Cesaret ve fazilet mücadelesi</b> . İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). <b>Sivil itaatsizlik ve pasif direniş</b> . İstanbul: Vadi.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							
-							

COURSE SYLLABUS	
WEEK	TOPICS
1	Concepts of leadership
2	Leadership theories and paradigms; Visionary theories
3	The nature of organizational leadership
4	Leadership studies
5	Contingency theories
6	Legitimacy, power and influence in leadership
7-8	MID -TERM
9	Transformational leadership
10	Change and leadership
11	Social responsibility and leadership
12	Philosophical foundations of leadership
13	Ethics in leadership
14	An integrative theory of leadership
15-16	FINAL EXAM

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations	x		
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	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): Prof. Dr. Selahattin TURAN  
Signature:

Date:



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

<b>SEMESTER</b>	Spring
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<b>COURSE CODE</b>	541202002	<b>COURSE NAME</b>	Turkish Education System
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATEGORY			
Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√)]	Social Science
	%70		%30

ASSESSMENT CRITERIA			
	Evaluation Type	Quantity	%
MID-TERM	Mid-Term		
	Quiz		
	Homework	1	50
	Project		
	Report		
	Others (.....)		
FINAL EXAM	Homework	1	50
PREREQUIEITE(S)	-		

<b>COURSE DESCRIPTION</b>	Mega trends and problems related to education; Teacher education; school management; curriculum development; quality issues in education; educational finance; technology in education, instructional methods, school-community relations; multicultural education; national and international restructuring and reform efforts in educational; historical foundations of Turkish educational system; Turkish school law; structure of the Turkish education system; basic educational system; secondary education; higher education system; vocational and technical education; organizational and administrative structure of Turkish education system; structure of the Turkish Ministry of education; the role of supervision in Turkish educational system.
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<b>COURSE OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. to analyze educational policies</li> <li>2. to recognize the special problems of the Turkish education system</li> <li>3. Educational planning and social mobility, to examine educational system and the major management problems</li> <li>4. to identify the key issues related to education</li> <li>5. to analyze the results of the main problems related to education and resources</li> <li>6. to see the dimensions of problems related to education, social, cultural, political, economic, psychological, philosophical, managerial, technological and so on.</li> <li>7. to use the scientific method for detecting and solving problems related to education,</li> <li>8. to solve problems and develop recommendations related to education-oriented projects</li> </ol>
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	
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<b>COURSE OUTCOMES</b>	<p>By the end of the course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand basic issues in educational systems in Turkey and around the world.</li> <li>2. Understand historical and legal foundations of Turkish educational system.</li> <li>3. Understand the structure of Turkish educational system.</li> <li>4. Know subsystems of Turkish educational system.</li> <li>5. Identify educational issues and provide alternative solutions to them.</li> <li>6. Provide and develop projects related to issues in education.</li> </ol>
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<p style="text-align: center;"><b>TEXTBOOK</b></p>	<p>Ada, S. &amp; Baysal, Z. N. (2009). Çeşitli yapıları ve yönetimleri açısından çeşitli ülkelere bir bakış. Pegem yayınları. Ankara.  Ada, S. &amp; Baysal, Z. N.(2010) Türk Eğitim Sistemi ve okul yönetimi, Pegem Akademi yayınları. Ankara.  Apple, M. W. (2006). Eğitim ve iktidar.. (Çev: Ergin Bulut).Kalkedon yayınları.İstanbul.  Balci, A. (ed.) (2009). Karşılaştırmalı eğitim sistemleri. Pegem Yayınları, Ankara.  Babüroğlu, O. N. (ed.) (2003). Eğitimin geleceği. Üniversitelerin ve eğitimin değişen paradigması. Sabancı Üniversitesi yayınları. İstanbul.  Bourdieu, P. (1990). Reproduction in education, society and culture. Sage publication, London.  DPT. Kalkınma Planları</p>
<p style="text-align: center;"><b>OTHER REFERENCES</b></p>	<p>Hoy, W.K. &amp; Miskel, G. C. (2010) Eğitim yönetimi, teori, araştırma ve uygulama. (Turan, S. çeviri ed.). Nobel Yayın Dağıtım. Ankara.  Kaya. Y. K. (1993). İnsan yetiştirme düzenimiz. Yeni bir bakış Bilim yayınları, Ankara.  MEB. Hükümet Programlarında Eğitim  MEB. Kalkınma Planlarında Eğitim.  Olssen, M.&amp; Codd, J. (2004). Education policy: globalization, citizenship and democracy. Sage publication. London  Şişman, M. &amp; Taşdemir, İ. (2008). Türk eğitim sistemi ve okul yönetimi, Pegem Akademi yayınları, Ankara.  Shor , I. &amp; Pari, C. (ed. ) (1999). Education is politics. Critical teaching across differences, K-12: United States.</p>
<p style="text-align: center;"><b>TOOLS AND EQUIPMENTS REQUIRED</b></p>	



COURSE SYLLABUS	
WEEK	TOPICS
1	Giving information about the course content
2	Analysis of education policy
3	Special problems of the Turkish education system
4	Educational planning and social mobility
5	Fundamental problems related to education
6	The results of the main problems related to education and resources
7-8	MID-TERM EXAM
9	Approaches to planning and organization of the education system
10	Problems related to education, social, cultural, political and economic dimensions
11	Problems related to education, psychological, philosophical, managerial and technological dimensions
12	Structure and functioning of education system in Turkey to develop solutions to problems related to
13	Diagnosis of the problems related to education and the scientific method
14	Solving problems related to education-oriented projects and develop proposals
15-16	FINAL EXAM

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations	x		
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	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): Assist. Prof. Dr. İlknur Şentürk

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541202003 | COURSE NAME | Educational Policies

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science
-		% 75					% 25
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>				<b>Evaluation Type</b>		<b>Quantity</b>	<b>%</b>
				Mid-Term		1	30
				Quiz			
				Homework			
				Project		1	30
				Report			
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>					1	40	
<b>PREREQUISITE(S)</b>				-			
<b>COURSE DESCRIPTION</b>				- Research done about educational politics, - Outcomes of different educational politics approaches, - Educational research in terms of technical-conceptual and social aspects, cover the content of the course.			
<b>COURSE OBJECTIVES</b>				To explore and understand the importance of educational research in educational politics, to discuss the outcomes of different educational politics approaches, to criticize and develop the educational research in terms of technical-conceptual and social aspects.			
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>				-			
<b>COURSE OUTCOMES</b>				At the end of the course, the students will be able to: 1. Recognizes the relationship between education and politics, 2. Identifies and analyzes the policies of education 3. Recognize the concepts of education policy studies 4. Knows that the contemporary debate about education policies 5. understand the importance of educational research and educational politics.			
<b>REFERENCES</b>				1. Chubb, J. E. ve Moe T. M. (1990). Politics, Markets & America's Schools. Washington, D. C.: Brookings Institution. 2. Crowson, R. L., Boyd, W. L., and Mawhinney, H. B. (1996). The Politics of Education and the New Institutionalism. Washington, D. C. : Falmer Press. 3. Heck, R. H. (2004). Studying Educational and Social Policy. London: Routledge. 4. Peters, B. G. (1993). American Public Policsy: Promise and Performance. New Jersey: Chatham House Publishers. 5. Wirt, F. M. ve Kirst, M. W. (2009). The Political Dynamics of American Education. California: McCutchan. 6. Development plans, Government Programs documents.			
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>				-			

COURSE SYLLABUS	
WEEK	TOPICS
1	Relationship between education and politics
2	Relationship between education and politics
3	Educational Policy Studies
4	Policy planning and analysis
5	Concepts and strategies of educational policy studies
6	Contemporary debates in the field
7-8	MID-TERM EXAM
9	The economic dimensions of education
10	Education, economy and relationships education policy
11	Educational policies applied in the world
12	The results of the different education policies
13	Education policy research
14	Different methodological and theoretical approaches
15-16	FINAL EXAM

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		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 educational administration administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations		x	
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.	x		
15	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): Prof. Dr. Ahmet Aypay  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541202009 | COURSE NAME | Research Methods in Education II

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	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
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (.....)		
FINAL EXAM		1	40

PREREQUIEITE(S) | -

COURSE DESCRIPTION | - Knowledge base of different qualitative research methods,  
- Different qualitative research designs,  
- Basic steps of qualitative research,  
- Implementation of qualitative data analysis,  
- Examination of a sample qualitative research topic,  
cover the content of this course.

COURSE OBJECTIVES | The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES | At the end of the course, the students should be able to:  
1. understand knowledge base in different qualitative research methods,  
2. learn qualitative research designs,  
3.comprehend basic steps of qualitative research,  
4.interpret qualitative data analysis,  
5. use qualitative research methods in education effectively,  
6. plan, design, interpret and report an independent qualitative research

TEXTBOOK | 1. Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema Yayıncılık, Ankara.  
2. Miles, M. B. & Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London.  
3. Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks.  
4. Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara  
5. Articles (will be submitted by the instructor).

OTHER REFERENCES | S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998.

TOOLS AND EQUIPMENTS REQUIRED | -

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> Phenomenology Ethnography 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>

<b>At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;</b>				
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		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 educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		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 educational administration administration, supervision, planning and economics.		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 organisations from structural and practical perspectives.		x	
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
12	to discuss the competences of managers to be able lead educational organizations		x	
13	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	
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	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): Prof. Dr. M. Bahaddin Acat  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER Spring

COURSE CODE 541202010 COURSE NAME Supervision and Evaluation in Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Master degree [if it contains considerable design, mark with (√) ]			Social Science
		%75					%25
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>		<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>	
		Mid-Term		1		30	
		Quiz					
		Homework					
		Project					
		Report					
Others (.....)							
<b>FINAL EXAM</b>				1		60	
<b>PREREQUIEITE(S)</b>		None					
<b>COURSE DESCRIPTION</b>		1. concepts related to audit and evaluation 2. the role of audit and evaluation in the education process 3. audit types, audit as a managerial tool, performance measurement and performance evaluation 4. Multiple Assessment Approach and its usage in educational supervision					
<b>COURSE OBJECTIVES</b>		concepts related to audit and evaluation, the role of audit and evaluation in the education process, audit types, audit as a managerial tool, performance measurement and performance evaluation, Multiple Assessment Approach and its usage in educational supervision					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>		At the end of this lesson students are going to 1.explain the concepts related to audit and evaluation 2. understand the different approaches and models related to audit and evaluation 3. to discuss the performance evaluation models for educational institutions 4. to practice the evaluation models and basic field practices that will be used in educational institutions.					
<b>TEXTBOOK</b>		1. Akal, Z. (1996). İşletmelerde performans ölçüm ve denetimi :(çok yönlü performans göstergeleri), Ankara: Milli Prodüktivite Merkezi Yayınları. 2. Cengiz, C. (1992). Milli Eğitim Bakanlığı Bakanlık müfettişlerinin yetiştirilmesi ve teftişin geliştirilmesi, İstanbul : Milli Eğitim Bakanlığı.					
<b>OTHER REFERENCES</b>		1. Kurnaz, N. ve Çetinolu, T. (2010). İç denetim, Kocaeli : Umuttepe Yayınları. 2. Öztürk, A. T. (2007). Türk kamu yönetiminde bireyden devlete yönetsel denetim süreci, Ankara: Platin Yayıncılık. 3. Pehlivanlı, D. (2010). Modern iç denetim, İstanbul: Beta Yayınevi. 4. Taymaz, H. (2010). Eğitim sisteminde teftiş : kavramlar, ilkeler, yöntemler, Ankara: PegemA Yayıncılık. 5. Yörüker, S. ve Özeren, B. (2000). INTOSAI denetim standartlarına ilişkin Avrupa uygulama rehberi, Sayıştay Başkanlığı AraştırmalıncelemeÇeviri Dizisi: 14.Yurdakul, Ç. (2007). Denetim ve raporlama, Ankara: Gazi Kitabevi.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS	
WEEK	TOPICS
1	concepts related to audit and evaluation
2	the role of audit in the education process
3	the role of evaluation in the education process
4	audit types
5	audit as a managerial tool, performance measurement and performance evaluation
6	the different approaches and models related to audit and evaluation
7-8	MID-TERM EXAM
9	Performance measurement
10	Performance evaluation
11	Discussing the performance evaluation models for educational institutions
12	Practicing the evaluation models and basic field practices that will be used in educational institutions
13	Multiple Assessment Approach
14	Usage of Multiple Assessment Approach in educational supervision
15-16	FINAL EXAM

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations		x	
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	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): Prof. Dr. M. Bahaddin Acat

Signature:

Date:





ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201005 | COURSE NAME | Human Resources Management

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
III	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
COURSE CATAGORY							
Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science		
-	%50				%50		
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity	%			
	Mid-Term		1	30			
	Quiz						
	Homework						
	Project		1	30			
	Report						
Others (presentation, summary of the presented discussion)							
FINAL EXAM			1	40			
PREREQUISITE(S)		-					
COURSE DESCRIPTION		This course includes issues like development process of human resource management from past to present, selection, recruitment, training and development, evaluation of school staff, problems may arise in these processes and solutions of these problems, new approaches about human resources management.					
COURSE OBJECTIVES		To obtain an adequate level of theoretical knowledge about human resources management and practice this information in business.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		1.To explain the human resources management. 2.To evaluate the practices in the human resources development in Turkey and worldwide. 3. To provide solutions to problems arising in the human resources management.					
TEXTBOOK		1. Açıklan, A. (2000).İnsan Kaynağının Yönetimi ve Geliştirilmesi. Ankara: Pegem Akademi Yayıncılık. 2. Canman, D. (2000). İnsan Kaynakları Yönetimi. Ankara: Yargı Yayınevi. 3. Eren, A. ve Argon, T. (2003). İnsan kaynakları yönetimi. Ankara: Nobel Yayın Dağıtım. 4. Levent, E. (2005). Türkiye’de insan kaynaklarının geliştirilmesi ve eğitim planlaması. Ankara: Nobel Yayın Dağıtım. 5. OECD. (1998). Human capital investments. An international Compraison. 6. OECD. (2009). Educational at a glance. OECD indicators. Paris.					
OTHER REFERENCES		1.Aydın, A. (2011). Felsefe ve düşünce tarihi (6.bs.). Ankara: Pegem Akademi Yayıncılık 2. Kaya, Y. K. (2009). İnsan yetiştirme düzenimiz (5.bs.). Ankara: Pegem Akademi Yayıncılık					
TOOLS AND EQUIPMENTS REQUIRED		-					

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts about the human resources management
2	The purpose of the human resources management
3	Human resources management process in past to present
4	Human resource planning in educational institutions
5	Selection of human resources in educational institutions
6	Training of human resources in educational institutions
7-8	MID-TERM EXAM
9	Development of human resource in educational institutions
10	Evaluation of human resources in educational institutions
11	The role of the school principal human resource development
12	Problems in the process of management of human resources in educational institutions
13	The practices about the human resources management in Turkey and the world
14	New perspectives about the human resources management.
15-16	FINAL EXAM

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations		x	
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	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): Prof. Dr. Ayhan Aydın

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201006 | COURSE NAME | Organizational Behavior

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
	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  
This course includes Organizational Behavior and the Manager; Motivation Theories; Basic Attributes of A Group; Organizational Design; Leadership; Organizational Culture; Communication and Conflict; Power and Politics; Leadership; Planned Change; Stress Management.

COURSE OBJECTIVES  
The main aim of the course is to introduce organizational behavior.

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 organizational behavior  
2. Describe and contrast the differences between leadership and management  
3. Analyze and examine the nature and importance of communication and conflict in organizations  
4. Describe and contrast the differences between culture and society  
5. Define the concept of organization development  
6. Identify the nature and importance of conflict resolution in organizations  
7. Understand the role of motivation in organizations  
8. Analyze decision making process in organizations  
9. Identify the functions of politics and power in organizational life  
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 public administration system  
13. Understand the process of planned change  
14. Understand the methods that organizational behaviorists use  
15. Understand issues in organizational behavior research

TEXTBOOK

OTHER REFERENCES  
Sabuncuoğlu, Zeyyat ve Tüz, Melek. (2001). Örgütsel Psikoloji. Bursa: Ezgi Kitabevi.  
Şişman, M. (2002). Örgütler ve Kültürler. Ankara: PegemA Yayıncılık  
Bennis, W. (1999). Bir lider olabilmek. İstanbul: Sistem Yayıncılık  
Schermerhorn, J. R., Hunt, J. G., and Osborn, R. N. (2004). *Managing Organizational Behavior*. NY: John Wiley.

TOOLS AND EQUIPMENTS REQUIRED -

COURSE SYLLABUS	
WEEK	TOPICS
1	What is organizational behavior?
2	Motivation theories
3	Basic attributes o a group,
4	Organizational culture, leadership, communication
5	Power and politics in organizations; planned change
6	Stress management and career planning
7-8	MID -TERM
9	Gender and sexuality; Stratification class and inequality
10	Ethnicity and race
11	Life in modern organizations
12	Government and political power
13	Work and economic life
14	Advanced reading in organizational behavior
15-16	FINAL EXAM

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations	x		
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.	x		
15	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): Prof. Dr. Ahmet Aypay  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201007 | COURSE NAME | Effective School Management

SEMESTER	WEEKLY COURSE PERIOD			Credit	ECTS	TYPE OF COURSE	LANGUAGE OF COURSE
	Theory	Practice	Labratory				
III	3	0	0	3	10	COMPULSORY ( )ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science		Educational Science				Social Science	
		%80				%20	
ASSESSMENT CRITERIA							
MID-TERM				Evaluation Type		Quantity	%
				Mid-Term		1	40
				Quiz			
				Homework			
				Project			
				Report			
Others (.....)							
FINAL EXAM					1	60	
PREREQUIEITE(S)				-			
COURSE DESCRIPTION				Organizational and managerial effectiveness, effective school or school effectiveness, theoretical foundations of effective school research, models of effective schools, characteristics and dimensions of effective schools; h, management of uman resources, curriculum design; learning process; school environment; culture ,change, stress, risks, crises time, meeting and conflict at the effective school; effective school researches in Turkey and around the world.			
COURSE OBJECTIVES				To know defination and dimensions of of effective school and models of measurement school effectiveness to determine the strengths and weaknesses			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION				-			
COURSE OUTCOMES				1.To know effects of theories about organization and managment on the education and school administration 2. To understand theoretical progress related to the educational and school administration, 3. To know the dimensions of an effective school. 4. To examine critically models of effective school management.			
TEXTBOOK				1.Şişman, M. (2011). Eğitimde mükemmellik arayışı (2.bs.). Ankara: Pegema Yayıncılık. 2. Balcı, A. (2001). Etkili okul ve okul geliştirme. Ankara: Pegema Yayıncılık.			
OTHER REFERENCES				1. Şişman, M. (2002). Öğretim Liderliği, Ankara: Pegema Yayıncılık. 2. Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık. 3. Karşlı, M. Durdu.(2000). Yönetmel Etklilik. Ankara: Pegema Yayıncılık.			
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	Organization and management concepts from different perspectives
2	School management and the unique aspects of school
3	Models of measuring organizational effectiveness
4	Models of measuring school effectiveness
5	Effective school-related studies conducted in Turkey and worldwide
6	Management and leadership in effective schools
<b>7-8</b>	<b>MIDTERM</b>
9	Management of education program and teacher in effective schools
10	Culture, climate and environment of the school in effective schools
11	Human resources management in effective schools
12	Self-managing of employees in effective schools
13	Time and meeting management in effective schools
14	Change management in effective schools
<b>15-16</b>	<b>FINAL EXAM</b>

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations	x		
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.		x	
15	to evaluate a problem existing in the field by using scientific research methods.			x
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor: Assist. Prof. Dr. İlnur Şentürk

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201008 | COURSE NAME | Term Project

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
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 EDUATION** -

**COURSE OUTCOMES**  
At the end of the course, the students will be able to develop research project related to the management of the higher education.

**REFERENCES**  
APA (Amerikan Psikoloji Derneği Yayım 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 Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		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 educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.		x	
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
12	to discuss the competences of managers to be able lead educational organizations		x	
13	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	
14	to gain information about educational systems and practices in the field of administration of different countries.	x		
15	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:





ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541201016 | COURSE NAME | Teacher Training Approaches

SEMESTER	WEEKLY COURSE PERIOD			Credit	ECTS	TYPE OF COURSE	LANGUAGE OF COURSE
	Theory	Practice	Labratory				
III	3	0	0	3	10	COMPULSORY ( )ELECTIVE (X )	Turkish
COURSE CATAGORY							
Basic Science		Educational Science				Social Science	
		%80				%20	
ASSESSMENT CRITERIA							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		30	
		Quiz					
		Homework		1		30	
		Project					
		Report					
Others (.....)							
FINAL EXAM				1		40	
PREREQUIEITE(S)							
COURSE DESCRIPTION		The basic concepts and principles about teacher education, the history of teacher education in Turkey, selection and pre-service training of teacher candidates, service training of teachers, the existing approaches to teacher education, the effects of technology in teacher education, teacher education in educational policy, problems in teacher education.					
COURSE OBJECTIVES		The know about approaches to teacher education which came up the historical process of Turkey and to reveal the strengths and weaknesses of these approaches.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		1.To know the basic concepts about teacher education systems. 2.To know approaches to teacher education in Turkey from past to present 3. To realize the strengths and weaknesses of existing approaches to teacher training in Turkey.					
TEXTBOOK		1.Documents of national workshop on teacher strategy, 18-20 November, 2011, Antalya. 2.Kavak, Y., Aydın, A. & Akbaba Altun, S. (2007). <i>Teacher training and faculty of education (1982-2007): (Evaluation of the teacher training in the university)</i> . Ankara: The Council of Higher Education Publications.					
OTHER REFERENCES		1.Okçabol, R. (2005). <i>Our teacher training system</i> . Ankara: Ütopya Publications.					
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	The basic concepts and principles about teacher education
2	The history of teacher education in Turkey
3	Teacher education approaches in Turkey
4	Selection of teachers
5	Pre-service training of teachers
6	Service training of teachers
<b>7-8</b>	<b>MIDTERM</b>
9	employment of teachers
10	Standards of the teaching profession
11	Ethics in teacher education
12	Teacher education in the educational policies
13	The effects of technology in teacher education
14	Problems in teacher education
<b>15-16</b>	<b>FINAL EXAM</b>

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		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 educational administration administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations	x		
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.	x		
15	to evaluate a problem existing in the field by using scientific research methods.			x
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor: Prof. Dr. Mehmet ŞİŞMAN

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Güz

COURSE CODE | 541201017 | COURSE NAME | School Community Relations

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
III	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science	Educational Science	Master degree (non-thesis) [if it contains considerable design, mark with (√)]				Social Science	
-	%50					%50	
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity	%			
	Mid-Term		1	30			
	Quiz						
	Homework						
	Project		1	30			
	Report						
Others (presentation, summary of the presented discussion)							
FINAL EXAM			1	40			
PREREQUISITE(S)		-					
COURSE DESCRIPTION		Understanding the importance and functions of school-society relations. In this context, analyzing the society of school roles in this socio-cultural and socio-economic processes.					
COURSE OBJECTIVES		To understand the importance and functions of school- society relations and analyze the society of school roles in this socio- cultural and socio-economic processes.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		By the end of the course students should be able to: 1. To analyze productive society school relations functions and methods, 2. To understand the roles and services of school in socio-cultural and socio-economic processes, 3. To understand the main roles of school social development, 4. Teacher candidates must have problem solving skills in social relations and processes.					
TEXTBOOK		1. Aydın, A. (2009). <i>Felsefe</i> . Ankara: Pegem A Akedemi 2. Ergun, Turgay. (1984). <i>Kamu Yönetimi</i> . Ankara: TODAİE Yayınevi. 3. Kaya, Yahya Kemal. (1985). <i>Eğitim Yönetimi</i> . Ankara: TODAİE Yayınevi. 4. Dewey, J. (2008). <i>Okul ve Toplum</i> . Ankara: Pegem A Akedemi.					
OTHER REFERENCES		.					
TOOLS AND EQUIPMENTS REQUIRED		-					

COURSE SYLLABUS	
WEEK	TOPICS
1	A brief introduction of the course
2	School as an organization
3	School roles in socio-cultural processes.
4	School roles in socio-economic processes
5	School- society relations
6	The importance of school- society relations
7-8	MID-TERM EXAM
9	To understand the main roles of school in social development,
10	To understand the main roles of teachers in social development
11	School-family and society relations
12	Social responsibility
13	The importance of gaining social responsibility
14	Teacher candidates must have problem solving skills in social relations and processes.
15-16	FINAL EXAM

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		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 educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	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 educational administration administration, supervision, planning and economics.	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 organisations from structural and practical perspectives.	x		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
12	to discuss the competences of managers to be able lead educational organizations	x		
13	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		
14	to gain information about educational systems and practices in the field of administration of different countries.	x		
15	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): Prof. Dr. Ayhan Aydın  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER Spring

COURSE CODE 541202011 COURSE NAME Ethics in Educational Administration

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	%70	%30

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	%30
	Quiz		
	Homework	1	%30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final	1	%40
PREREQUIEITE(S)	No		
COURSE DESCRIPTION	Students discuss the case studies related to ethical problems which they defined with the instructor of the lesson, they analyze them in accordance with ethical principles and methods to solve them.		
COURSE OBJECTIVES	The aim of this lesson is to make students understand ethics, ethics-morality relations, theories of ethics and approaches to ethics. In education, students are also required to order to determine unethical behaviours in these cases and to suggest solutions to correct these behaviours by using ethical decision making process and ethical principles.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	--		
COURSE OUTCOMES	After completing this lesson schedule, students: 1. Learns concept of ethics and ethics-morality relations. 2. Are familiar with philosophy and theories of ethics. 3. Evaluate ethical approaches related to education 4. Create solutionS to encountered ethical problems learning legal ethical rules and regulations in public in Turkey. 5. Know the differences among the concepts of work, business, professional morals and work ethics 6. Know the responsibilities of school leaders as an ethical leaders and ethical management principles, 7. Define the reasons of ethical dilemmas school administrators encountered and produce the solution methods 8. Develop ethical questioning methods in management.		
TEXTBOOK	• Kuçuradi, I. (1999); Etik, 1. Baskı, Ankara: Türkiye Felsefe Kurumu. • Haynes, F (2002), Eğitimde Etik (Çev. S. K. Akbaş) İstanbul : Ayrıntı Yayınları (Orijinal Eserin Yayım Tarihi 1998). • Pieper, A. (1999); Etiğe Giriş, (Çev. ATAYMAN, Veysel; SEZER, Gönül), İstanbul : Ayrıntı Yayınları.		
OTHER REFERENCES	• Shapiro, J., P.; Stefkovich, J. A. (2001); Ethical Leadership and Decision Making In Education; First Edition, Lawrence Erlbaun Associates Publishers, Manlwhah, New Jersey, London. • Sergiovanni, T. J. (1992); Moral Leadership: Getting to the Hearth of School Leadership, San Francisco, Jossey – Bass. • Strike, K; . Haller, E. and Soltis, J. (1988). The Ethics of School Administration, New York and London : Teachers College Press.		
TOOLS AND EQUIPMENTS REQUIRED	Computer, Projection		

COURSE SYLLABUS	
WEEK	TOPICS
1	Values and Ethics in Theories
2	Values and Ethics in Theories
3	Conceptualizations related to Ethics
4	Values and Ethics in Turkish Public Administration
5	Values and Ethics in Business
6	Moral and Ethical Values from the view of School and Education
7-8	Mid-Tem Exam
9	Moral and Ethical Dimensions of Education and School Management
10	Ethics in new conceptualizations related to Leadership
11	Ethics in Decision Making Process in School
12	Encountered Ethical Problems in Education and School Management
13	Encountered Ethical Problems in Education and School Management
14	Encountered Cultural Problems in Schools in Turkey and Value Education
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	to explain the basic characteristics of scientific research process in a detailed way.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	to aware of the ethical principles and reflect these principles practices in the field.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	to evaluate educational organization from structural and practical perspectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	to discuss the competences of managers to be able lead educational organizations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	to gain information about educational systems and practices in the field of administration of different countries.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	to gain basic statistical skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	to contribute the information sharing by joining the national and international meeting related to the field.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Instructor(s):  
Signature:

Date:

HIGHER EDUCATION ADMINISTRATION MASTER PROGRAM (THESIS)					
Course Code	Course Name	ECTS	T+P+L	C/E	Language
<b><u>Fall Semester (I. Semester)</u></b>					
541101001	Research Methods in Education I	10	3+0+3	C	Turkish
541101002	Education Statistics I	10	3+0+3	C	Turkish
541101003	Social Theory and Education	10	3+0+3	E	Turkish
541101004	Introduction to Management Science	10	3+0+3	E	Turkish
541101005	Educational Administration	10	3+0+3	E	Turkish
541101008	Comparative Education	10	3+0+3	E	Turkish
541101009	Organizational Behavior	10	3+0+3	E	Turkish
541101010	Effective School Management	10	3+0+3	E	Turkish
541101011	Supervision and Evaluation in Education	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>15</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
541102004	Seminar	10	0+3+0	C	Turkish
541102001	Educational Leadership	10	3+0+3	E	Turkish
541102002	Turkish Education System	10	3+0+3	E	Turkish
541102003	Educational Politics	10	3+0+3	E	Turkish
541102009	Education Statistics II	10	3+0+3	E	Turkish
541102010	School Culture	10	3+0+3	E	Turkish
541102011	Introduction to Philosophy	10	3+0+3	E	Turkish
541102012	Research Methods in Education II	10	3+0+3	E	Turkish
541102016	Ethics in Educational Administration	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>12</b>		
<b><u>Fall Semester (III. Semester)</u></b>					
541102701	Master Thesis	25	0+1+0	C	Turkish
541101901	Special Topics	5	3+0+0	C	Turkish
<b>Total Credit</b>		<b>30</b>	<b>0</b>		



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2011-2012 Fall

COURSE CODE	541101001	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	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	50
PREREQUIEITE(S)	-		

COURSE DESCRIPTION	Main purpose of this course is to enable students to examine research processes (determining a problem, data collection, data analysis, and interpretation of the results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting.
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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>1. to develop understandings about the role of research in science –especially in knowledge management</li><li>2. to gain knowledge about research processes and research methods</li><li>3. to analyze research in knowledge management field and gaining evaluation ability</li><li>4. to think systematically for solving problems in knowledge management field and perform analytical methods</li><li>5. to teach data collection, data analysis and evaluation techniques</li><li>6. to gain knowledge in writing research proposal and preparing research report</li></ol>
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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><li>• Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA</li></ul>
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<b>TOOLS AND EQUIPMENTS REQUIRED</b>
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<b>COURSE SYLLABUS</b>	
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<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>At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;</b>				
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		x	
2	to explain the basic characteristics of scientific research process in a detailed way.	x		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
7	to evaluate educational organization from structural and practical perspectives.		x	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		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 political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	x		
15	to gain basic statistical skills.	x		
16	to contribute the information sharing by joining the national and international meeting related to the field.	x		
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Prof. Dr. Ahmet AYPAY  
Signature:

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541101002 | COURSE NAME | Education Statistics I

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY (x) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Mechanical Engineering Profession [if it contains considerable design, mark with (√)]			Social Science
X							
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		1st Mid-Term					
		2nd Mid-Term					
		Quiz					
		Homework		1		40	
		Project					
		Report					
		Others (.....)					
FINAL EXAM				1		60	
PREREQUIEITE(S)		None					
COURSE DESCRIPTION		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

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to explain the basic characteristics of scientific research process in a detailed way.	x		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
7	to evaluate educational organization from structural and practical perspectives.		x	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		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 political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	x		
15	to gain basic statistical skills.	x		
16	to contribute the information sharing by joining the national and international meeting related to the field.	x		
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Assist. Prof. Dr. Ümit ÇELEN

Signature:

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541101003 | COURSE NAME | Social Theory and Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	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  
<http://www.digeratiweb.com/sociorealm/>

TOOLS AND EQUIPMENTS REQUIRED

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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

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.		x	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	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 political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Selahattin TURAN/ Assit. Prof. Dr. Mustafa Sever  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541101004 | COURSE NAME | Introduction to Management Science

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	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
-	%50		%50

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	
	<ul style="list-style-type: none"><li>• Administrative science</li><li>• Organization and management concepts</li><li>• Organizational system and its features</li><li>• Management processes</li><li>• Classical theories in management and organization</li><li>• Modern approaches in organization and management</li><li>• Human nature</li><li>• Human relations</li><li>• Organizational culture</li><li>• Communication</li></ul>

COURSE OBJECTIVES	
	To define administration science, to explicate administration with its dimensions such as administration theories, classical approaches, modern approaches, human relation and human nature, contemporary approaches, administration processes, organizational theories, organizational culture and communication.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES	
	1. Learning the main concepts of administration science, 2. Having an academic view on administrative processes and approaches, 3. Explicating organizational and administration theories and discussing this information in the context of concrete problems of educational administration.

TEXTBOOK	
	1. OECD. (1998). Human capital investments. An international Compraison. 2. OECD. (2009). Educational at a glance. OECD indicators. Paris 3. Etzioni, A. (1969). Modern örgütler, Ankara. ODTÜ İİBF yayını. 4. Payaslıoğlu, A. T. (1966). Merkezi idarenin taşra teşkilatı üzerinde bir inceleme, Ankara: TODAİE ile DPT ortak yayını. 5. Gournay, B. (1971). Yönetim bilimine giriş- çağdaş toplumlarda kamu yönetimi. (Çev: İ. Kuntbay), Ankara: TODAİE yayını. 6. McGregor, D. (1970). Örgütün insan ilişkileri yönü. (Çev: D. Energin), Ankara. ODTÜ İİF yayını. 7. Fayol, H. (1939). Sınai ve umumi işlerde idare: uzak görme-teşkilâtlandırma-kumanda-ahenkli düzen birliği-kontrol. (Çev: A. Çalikoğlu), İstanbul: Hilmi Kitabevi. 8. Fişek, K. (2005). Yönetim, Ankara: Paragraf Yayınevi.

	<p>9. Fişek, K. (1977). Yönetime katılma, Ankara: TODAİE yayını.</p> <p>10 Merkezi hükümet teşkilatı kuruluş ve görevleri: merkezi hükümet teşkilatı araştırma projesi yönetim kurulu raporu. (1966). Ankara. TODAİE yayını.</p> <p>11. Drucker, P.F (2000). Gelecek için yönetim - 1990'lar ve sonrası, (Çev.:F. Üçcan), Ankara: Türkiyelş Bankası Kültür yayınları.</p> <p>12. Drucker, P.F (1994). Yönetimin görevleri, sorumlulukları, uygulamaları, (Çev. F. Dilber), Ankara: ODTÜ Yayınları.</p> <p>13. Ergun, T. (1997). Postmodernizm ve kamu yönetimi, Amme İdaresi Dergisi, 30(4), 3-16.</p>
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction to the course and course subjects
2	Administrative science and basic concepts
3	Organization and management concepts
4	Organization as a system and its fundamental features
5	Management approaches and processes
6	Classical theories in management and organization
7-8	MID-TERM EXAM
9	Modern approaches in organization and management
10	Human nature and human relations
11	Human relations in management
12	Organizational culture and its fundamental components
13	The relationship between organizational culture and organizational processes
14	Organizational culture and communication
15-16	FINAL EXAM

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.		x	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	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 political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.	x		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	x		
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Prof. Dr. Ayhan Aydın

Signature:

Date:





ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541101005 | COURSE NAME | Educational Administration

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

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION	Theoretical and conceptional foundations of educational administration; Basic principles of educational management; Classical organization theory and educational management; Neo-classical organizational theory and educational management; Current organizational theory and educational management; Theory and practice in educational management; Developing educational administration as a human science in the world and Turkey; Training and attainment of educational administrators and school principals in the in the world and Turkey; School administration and school management process; School law; Management of human resources; Curriculum, instruction, and student services and other services in the school.
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COURSE OBJECTIVES	By the end of the course students should be able to: 1. understand organizational theories on the educational management 2. understand the theories related to the educational management 3. understand developing the field of educational administration in the world and Turkey. 4. understand training and attainment of educational administrators in the world and Turkey. 5. understand education and school management process, problems about educational management and promises.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	students are going to 1. understand organizational theories on the educational management 2. understand the theories related to the educational management 3. understand developing the field of educational administration in the world and Turkey. 4. understand training and attainment of educational administrators in the world and Turkey. 5. understand education and school management process, problems about educational management and promises.
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TEXTBOOK	<ul style="list-style-type: none"><li>Şişman, M. &amp; Turan, S. (2001). Okul Yöneticileri İçin Standartlar: Eğitim Yöneticilerinin Bilgi Temelleri Üzerine Düşünceler, <b>B. Ü. Sosyal Bilimler Enstitüsü Dergisi</b>, 3(4), 68-87.</li><li>Şişman, M. &amp; Turan, S. (2004). Dünyada ve Türkiye'de Eğitim Yöneticilerinin Yetiştirilmesi, <b>Türk Eğitim Bilimleri Dergisi</b>, C. 2, s.1.</li></ul>
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<p style="text-align: center;"><b>OTHER REFERENCES</b></p>	<ul style="list-style-type: none"><li>• Bursalıođlu, Z. (1991). <b>Eđitim Yönetiminde Teori ve Uygulama</b>. Ankara: Pegema</li><li>• Bursalıođlu, Z. (1999). <b>Okul Yönetiminde Yeni Yapı ve Davranış</b>. Ankara: Pegema.</li><li>• Özden, Y. (Editör) (2004). <b>Eđitim ve Okul Yöneticiliđi El Kitabı</b>. Ankara: Pegema.</li><li>• Şişman, M. &amp; Turan, S. (2005). <b>Eđitim ve Okul Yönetimi</b>. A. Yesevi Üniversitesi Ders Notları</li><li>• Şişman, M. (1994). <b>Örgüt Kültürü</b>, Eskişehir: A. Ü. Yayınları</li><li>• Şişman, M. (2002). <b>Örgütler ve Kültürler</b>, Ankara: Pegema.</li><li>• Şişman, M. (2009). <b>Türk Eđitim Sistemi ve Okul Yönetimi</b>. Ankara: Pegema.</li><li>• Taymaz, H. (2001) <b>Okul Yönetimi</b>. Ankara: Pegema</li><li>• Turan, S. (Editör) (2010). <b>Eđitim Yönetimi: Teori, Araştırma ve Uygulama</b>. Ankara: Nobel Yayıncılık.</li></ul>
<p><b>TOOLS AND EQUIPMENTS REQUIRED</b></p>	

COURSE SYLLABUS	
WEEK	TOPICS
1	Theoretical and conceptional foundations of educational administration
2	Basic principles of educational management; Classical organization theory and educational management; Neo-classical organizational theory and educational management; Current organizational theory and educational management;
3	Management processes
4	Theory and practice in educational management
5	Developing educational administration as a human science in the world and Turkey
6	Training and attainment of educational administrators and school principals in the in the world and Turkey
7-8	MID-TERM EXAM
9	School administration and school management process
10	Management of human resources
11	Management of students' services in the school.
12	Management of education and training practices in the school.
13	Management of school
14	Solutions to the problems of education and school management
15-16	FINAL EXAM

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.		x	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	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 political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.	x		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	x		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Mehmet Şişman/ Prof. Dr. Ahmet Aypay

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541101901 | 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
<b>COURSE CATEGORY</b>							
Basic Science		Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science
		% 60					% 40
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>		Evaluation Type		Quantity		%	
		Mid-Term					
		Quiz					
		Research Homework		1		30	
		Project		1		30	
		Report					
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>		Report		1		40	
<b>PREREQUISITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		Research and application practices about the topic of thesis study.					
<b>COURSE OBJECTIVES</b>		Being aware of current issues regarding the study subject of thesis and gaining information.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION</b>							
<b>COURSE OUTCOMES</b>		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.					
<b>REFERENCES</b>							
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS	
WEEK	TOPICS
1	Study of determining the topic of the thesis
2	Pursuit of the literature about the topic
3	Evaluation
4	Preparation and presentation of the 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

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to explain the basic characteristics of scientific research process in a detailed way.	x		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
7	to evaluate educational organization from structural and practical perspectives.		x	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		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 political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.	x		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	x		
15	to gain basic statistical skills.	x		
16	to contribute the information sharing by joining the national and international meeting related to the field.	x		
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): All Instructors

Signature:

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541101008 | COURSE NAME | Comparative Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	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	1	20
Research assignment	1	30	
Weekly assignment	1	20	
Comparison Analysis	1	30	
Report			
Others (.....)			

FINAL EXAM

PREREQUIEITE(S)

COURSE DESCRIPTION

- Historical look to comparative education  
- Trends in comparative education  
- Comparative Educational Sciences  
- Theory development  
- Work on national variation  
- International standards, assessment and quality of education  
- Borrowing and lending in education  
- Higher education and imperialisim  
- American education exportation  
- Globalization, internationalisation and assimilation of education reforms  
- Development, modernization, democratising and education  
- Global meanings and international models  
- Assimilation and differentiation/homogenity and hybrid forms  
- International Education Reform and Policy Implementation  
covers the content of this course

COURSE OBJECTIVES

This course provides a basis for comparative educational methods, basic concepts and recent trends related to comparative education. It is also expected that this course enables students to determine strenghts and weaknesses of international comparative education research, and identify methodical studies performed about comparative education and concepts worked by scientists.

ADDITIVE OF COURSE TO APPLY  
PROFESSIONAL EDUATION

COURSE OUTCOMES

At the end of the course, the students will be able to:  
1. analyze educational administration structures and processes of different countries,  
2. compare educational administration practices of different countries,  
2. analyze the effectiveness of different educational administration and educational policy practices around the world,  
3. compare different educational administration structures with Turkey case.

TEXTBOOK

OTHER REFERENCES

- Altbach, P.G. & Kelly, G. (1984). Education and the Colonial Experience. New Brunswick, Transaction.
- Arı, Asım. (2006). İsviçre (Basel) Okul Sistemi, okul Sistemleriyle İlgili farklı bir model, Ankara: Pegem.

	<ul style="list-style-type: none"> <li>• Arnove, R.F. &amp; Torres, C.A (1999). Comparative Education. The Dialectic of the Global and the Local. Rowman &amp; Littlefield, New York.</li> <li>• Bekir Parlak ve Cantürk Caner (2009). Karşılaştırmalı siyasal ve yönetsel yapılar. Aktüel Alfa Yayınları.</li> <li>• Demirel, Özcan. (2000). Karşılaştırmalı eğitim, Ankara: Pegem.</li> <li>• Erdoğan, İrfan. (2003). Karşılaştırmalı Eğitim: Türk Eğitim Bilimleri Çalışmaları İçinde Önemsenmesi Gereken Bir Alan.</li> <li>• Erdoğan, İrfan. Karşılaştırmalı eğitim : çağdaş eğitim sistemleri. – 1. bs. – İstanbul : Sistem Yayıncılık, 1995.</li> <li>• Feinberg, W. &amp; Soltis, J. F. (1992). School and Society. New York: Teachers College Press.</li> <li>• Füsün Akkoyun (2005). Ülkeler ve eğitim sistemleri: Karşılaştırma yazıları. Nobel Yayınevi.</li> <li>• Hesapçıoğlu, M. Özcan, Ş. (2005). Küresel rekabet ortamında Türk Eğitim Sisteminin kalitesi. Ankara: Nobel Yayın Dağıtım.</li> <li>• Max Weber (2005). Bürokrasi ve otorite. Adres Yayınları.</li> <li>• Max Weber (1997). Protestan ahlakı ve kapitalizmin ruhu. Araç Yayınevi.</li> <li>• Mustafa Ergün (1985). Karşılaştırmalı eğitim.</li> <li>• Noah, H. and Eckstein, M. (1998) Doing Comparative Education: Three Decades of Collaboration. Comparative Education Research Centre, University of Hong Kong.</li> <li>• Phillips, D. and Ertl, H. (2003). Implementing European Union education and training policy : a comparative study of issues in four member states. Dordrecht : Kluwer Academic. Anadolu Üniv Kütüphanesi: LC92 .B3 I543 2003</li> <li>• Öztürk, H. (2001). Belçika'da ve Türkiye'de zorunlu eğitim. – 1. bs. – Ankara : Nobel, 2001.</li> <li>• Sağlam, Mustafa. (1999). Avrupa ülkelerinin eğitim sistemi, Eskişehir: Anadolu Ü. Yayınları.</li> <li>• Sözer, Ersan. (1997). Üç Avrupa Ülkesinde Eğitim: Almanya, Danimarka, Fransa Eğitim Sistemleri, Eskişehir: Anadolu Ü. Yayınları.</li> <li>• Theda Skocpol (2004). Devletler ve toplumsal devrimler: Fransa, Rusya ve Çin'in karşılaştırmalı bir çözümlemesi. İmge Kitabevi Yayınları.</li> <li>• Türkiye ve AB ülkelerinin eğitim sistemleri. Ankara: MEB Dışilişkiler Genel Müdürlüğü.</li> <li>• Türkoğlu, Adil (1998). Karşılaştırmalı eğitim: Dünya ülkelerinden örneklerle. Adana: Baki Kitapevi.</li> <li>• Ülkeler ve eğitim sistemleri : karşılaştırma yazıları / editör Füsün Akarsu. – Ankara : Nobel Yayın Dağıtım, c2005.</li> </ul>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Historical look to comparative education, Trends in comparative education
2	Comparative Educational Sciences, Theory development
3	Work on national variation
4	International standards, assessment and quality of education
5	Borrowing and lending in education
6	Higher education and imperialism
7-8	MID -TERM
9	American education exportation
10	Globalization, internationalisation and assimilation of education reforms
11	Development, modernization, democratising and education
12	Global meanings and international models
13	Assimilation and differentiation/homogeneity and hybrid forms
14	International Education Reform and Policy Implementation
15-16	FINAL EXAM

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.		x	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		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 political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
13	to gain information about educational systems and practices in the field of administration of different countries.	x		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

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

Date:





ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541101009 | COURSE NAME | Organizational Behavior

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
I	3	0	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 This course includes Organizational Behavior and the Manager; Motivation Theories; Basic Attributes of A Group; Organizational Design; Leadership; Organizational Culture; Communication and Conflict; Power and Politics; Leadership; Planned Change; Stress Management.

COURSE OBJECTIVES The main aim of the course is to introduce organizational behavior.

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 organizational behavior  
2. Describe and contrast the differences between leadership and management  
3. Analyze and examine the nature and importance of communication and conflict in organizations  
4. Describe and contrast the differences between culture and society  
5. Define the concept of organization development  
6. Identify the nature and importance of conflict resolution in organizations  
7. Understand the role of motivation in organizations  
8. Analyze decision making process in organizations  
9. Identify the functions of politics and power in organizational life  
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 public administration system  
13. Understand the process of planned change  
14. Understand the methods that organizational behaviorists use  
15. Understand issues in organizational behavior research

TEXTBOOK

OTHER REFERENCES Sabuncuoğlu, Zeyyat ve Tüz, Melek. (2001). Örgütsel Psikoloji. Bursa: Ezgi Kitabevi.  
Şişman, M. (2002). Örgütler ve Kültürler. Ankara: PegemA Yayıncılık  
Bennis, W. (1999). Bir lider olabilmek. İstanbul: Sistem Yayıncılık  
Schermerhorn; J. R., Hunt; J. G., and Osborn, R. N. (2004). *Managing Organizational Behavior*. NY: John Wiley.

TOOLS AND EQUIPMENTS REQUIRED -

COURSE SYLLABUS	
WEEK	TOPICS
1	What is organizational behavior?
2	Motivation theories
3	Basic attributes o a group,
4	Organizational culture, leadership, communication
5	Power and politics in organizations; planned change
6	Stress management and career planning
7-8	MID -TERM
9	Gender and sexuality; Stratification class and inequality
10	Ethnicity and race
11	Life in modern organizations
12	Government and political power
13	Work and economic life
14	Advanced reading in organizational behavior
15-16	FINAL EXAM

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.		x	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	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 political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations	x		
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

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

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541101010 | COURSE NAME | Effective School Management

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY ( )ELECTIVE (X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science			Social Science		
		%80			%20		
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>		Evaluation Type		Quantity		%	
		Mid-Term		1		40	
		Quiz					
		Homework					
		Project					
		Report					
Others (.....)							
<b>FINAL EXAM</b>				1		60	
<b>PREREQUIEITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		Organizational and managerial effectiveness, effective school or school effectiveness, theoretical foundations of effective school research, models of effective schools, characteristics and dimensions of effective schools; h, management of uman resources, curriculum design; learning process; school environment; culture ,change, stress, risks, crises time, meeting and conflict at the effective school; effective school researches in Turkey and around the world.					
<b>COURSE OBJECTIVES</b>		To know definition and dimensions of effective school and develop a new school effectiveness model based on using this information.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		1.To know effects of theories about organization and management on the education and school administration 2. To understand theoretical progress related to the educational and school administration, 3.To analyse school as a social and open system 4.To analyse characteristics and dimensions of effective school 5. To know contemporary approaches about effective school management.					
<b>TEXTBOOK</b>		1.Şişman, M. (2011). Eğitimde mükemmellik arayışı (2.bs.). Ankara: Pegema Yayıncılık. 2.Dunham, J. (1995). Developing effective school management. London: Routledge. 3. Balcı, A. (2001). Etkili okul ve okul geliştirme. Ankara: Pegema Yayıncılık. 4.Everard, K. B., G. Morris, I. Wilson. (2004). Effective school management. London: P.C.P.					
<b>OTHER REFERENCES</b>		1. Şişman, M. (2002). Öğretim Liderliği, Ankara: Pegema Yayıncılık. 2. Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık. 3. Karşlı, M. Durdu.(2000). Yönetmel Etkililik. Ankara: Pegema Yayıncılık.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		-					

COURSE SYLLABUS	
WEEK	TOPICS
1	Organization and management concepts from different perspectives
2	School management and the unique aspects of school
3	Models of measuring organizational effectiveness
4	Models of measuring school effectiveness
5	Effective school-related studies conducted in Turkey and worldwide
6	Management and leadership in effective schools
<b>7-8</b>	<b>MIDTERM</b>
9	Management of education program and teacher in effective schools
10	Culture, climate and environment of the school in effective schools
11	Human resources management in effective schools
12	Self-managing of employees in effective schools
13	Time and meeting management in effective schools
14	Change management in effective schools
<b>15-16</b>	<b>FINAL EXAM</b>

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.		x	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	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 political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations	x		
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	x		
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor: Prof. Dr. Mehmet ŞİŞMAN

Signature:

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Fall

COURSE CODE | 541101011 | COURSE NAME | Supervision and Evaluation in Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Master degree [if it contains considerable design, mark with (√)]			Social Science
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		30	
		Quiz					
		Homework					
		Project					
		Report					
Others (.....)							
FINAL EXAM				1		60	
PREREQUIEITE(S)		None					
COURSE DESCRIPTION		1. concepts related to audit and evaluation 2. the role of audit and evaluation in the education process 3. audit types, audit as a managerial tool, performance measurement and performance evaluation 4. Multiple Assessment Approach and its usage in educational supervision					
COURSE OBJECTIVES		concepts related to audit and evaluation, the role of audit and evaluation in the education process, audit types, audit as a managerial tool, performance measurement and performance evaluation, Multiple Assessment Approach and its usage in educational supervision					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		At the end of this lesson students are going to 1. explain the concepts related to audit and evaluation 2. understand the different approaches and models related to audit and evaluation 3. to discuss the performance evaluation models for educational institutions 4. to practice the evaluation models and basic field practices that will be used in educational institutions.					
TEXTBOOK		1. Akal, Z. (1996). İşletmelerde performans ölçüm ve denetimi : (çok yönlü performans göstergeleri), Ankara: Milli Prodüktivite Merkezi Yayınları. 2. Cengiz, C. (1992). Milli Eğitim Bakanlığı Bakanlık müfettişlerinin yetiştirilmesi ve teftişin geliştirilmesi, İstanbul : Milli Eğitim Bakanlığı.					
OTHER REFERENCES		1. Kurnaz, N. ve Çetinolu, T. (2010). İç denetim, Kocaeli : Umuttepe Yayınları. 2. Öztürk, A. T. (2007). Türk kamu yönetiminde bireyden devlete yönetsel denetim süreci, Ankara: Platin Yayıncılık. 3. Pehlivanlı, D. (2010). Modern iç denetim, İstanbul: Beta Yayınevi. 4. Taymaz, H. (2010). Eğitim sisteminde teftiş : kavramlar, ilkeler, yöntemler, Ankara: PegemA Yayıncılık. 5. Yörüker, S. ve Özeren, B. (2000). INTOSAI denetim standartlarına ilişkin Avrupa uygulama rehberi, Sayıştay Başkanlığı AraştırmalıncelemeIÇeviri Dizisi: 14.Yurdakul, Ç. (2007). Denetim ve raporlama, Ankara: Gazi Kitabevi.					
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	concepts related to audit and evaluation
2	the role of audit in the education process
3	the role of evaluation in the education process
4	audit types
5	audit as a managerial tool, performance measurement and performance evaluation
6	the different approaches and models related to audit and evaluation
7-8	MID-TERM EXAM
9	Performance measurement
10	Performance evaluation
11	Discussing the performance evaluation models for educational institutions
12	Practicing the evaluation models and basic field practices that will be used in educational institutions
13	Multiple Assessment Approach
14	Usage of Multiple Assessment Approach in educational supervision
15-16	FINAL EXAM

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.		x	
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		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 political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
13	to gain information about educational systems and practices in the field of administration of different countries.	x		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

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

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541102001 | COURSE NAME | Educational Leadership

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science	
	% 60					% 40	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Article review						
	Research assignment		1		30		
	Project		1		30		
	Final Exam		1		40		
	Report						
Others (.....)							
<b>FINAL EXAM</b>							
<b>PREREQUIEITE(S)</b>							
-							
<b>COURSE DESCRIPTION</b>		Content of the course is as follows: Concept of leadership; leadership theories; leadership and decision making; leadership and communication; leadership and ethics; vision and leadership; learning organizations and leadership; ledaerhip and the future.					
<b>COURSE OBJECTIVES</b>		The main aim of the course is to introduce leadership theories and their use in education school setting.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>		By the end of this module students will be able to: 1. understand foundations of leadership theories, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, 6. experience in dealing with controversial issues in leading education.					
<b>TEXTBOOK</b>							
<b>OTHER REFERENCES</b>		1. Şişman, M. (2002c). <b>Eğitimde Mükemmellik Arayışı</b> . Ankara: Pegema. 2. Şişman, M. (2002b). <b>Öğretim Liderliği</b> . Ankara: Pegema. 3. Şişman, M. & S. Turan (2001). <b>Eğitimde Toplam Kalite Yönetimi</b> . Ankara: Pegema 4. Keçecioğlu, T. (1998). <b>Liderlik ve Liderler</b> . İstanbul: Mavi Kitaplar 5. Wadsworth, W. J. (1999). <b>Liderlik</b> . İstanbul: Hayat. 6. Maxwell, J. C. (1999). <b>Liderlik nitelikleri</b> . İstanbul: Beyaz. 7. Kotter, J. P. (1998). <b>Matsushita liderliği</b> . İstanbul: Sistem. 8. Fukuyama, F. (1999). <b>Tarihin sonu ve son insan</b> . İstanbul: Gün. 9. İnan K. (1993). <b>Türkiye Gerçeği</b> . İstanbul: Timaş. 10. Kennedy, J. F. <b>Cesaret ve fazilet mücadelesi</b> . İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). <b>Sivil itaatsizlik ve pasif direniş</b> . İstanbul: Vadi.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							
-							

COURSE SYLLABUS	
WEEK	TOPICS
1	Concepts of leadership
2	Leadership theories and paradigms; Visionary theories
3	The nature of organizational leadership
4	Leadership studies
5	Contingency theories
6	Legitimacy, power and influence in leadership
7-8	MID -TERM
9	Transformational leadership
10	Change and leadership
11	Social responsibility and leadership
12	Philosophical foundations of leadership
13	Ethics in leadership
14	An integrative theory of leadership
15-16	FINAL EXAM

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.		x	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	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 political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations	x		
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	x		
1: No Contribution 2: Partially Contribution 3: Full Contribution				

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

Date:





ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541102002 | COURSE NAME | Turkish Education System

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

COURSE CATEGORY

Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√)]	Social Science
	%70		%30

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		
Quiz			
Homework		1	50
Project			
Report			
Others (.....)			
FINAL EXAM	Homework	1	50

PREREQUIEITE(S)

-

COURSE DESCRIPTION

Mega trends and problems related to education; Teacher education; school management; curriculum development; quality issues in education; educational finance; technology in education, instructional methods, school-community relations; multicultural education; national and international restructuring and reform efforts in educational; historical foundations of Turkish educational system; Turkish school law; structure of the Turkish education system; basic educational system; secondary education; higher education system; vocational and technical education; organizational and administrative structure of Turkish education system; structure of the Turkish Ministry of education; the role of supervision in Turkish educational system.

COURSE OBJECTIVES

1. to analyze educational policies
2. to recognize the special problems of the Turkish education system
3. Educational planning and social mobility, to examine educational system and the major management problems
4. to identify the key issues related to education
5. to analyze the results of the main problems related to education and resources
6. to see the dimensions of problems related to education, social, cultural, political, economic, psychological, philosophical, managerial, technological and so on.
7. to use the scientific method for detecting and solving problems related to education,
8. to solve problems and develop recommendations related to education-oriented projects

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

- By the end of the course students should be able to:
1. Understand basic issues in educational systems in Turkey and around the world.
  2. Understand historical and legal foundations of Turkish educational system.
  3. Understand the structure of Turkish educational system.
  4. Know subsystems of Turkish educational system.
  5. Identify educational issues and provide alternative solutions to them.
  6. Provide and develop projects related to issues in education.

TEXTBOOK

Ada, S. & Baysal, Z. N. (2009). Çeşitli yapıları ve yönetimleri açısından çeşitli ülkelere bir bakış. Pegem yayınları. Ankara.  
Ada, S. & Baysal, Z. N.(2010) Türk Eğitim Sistemi ve okul yönetimi, Pegem Akademi yayınları. Ankara.

	<p>Apple, M. W. (2006). Eğitim ve iktidar.. (Çev: Ergin Bulut).Kalkedon yayınları.İstanbul.</p> <p>Balcı, A. (ed.) (2009). Karşılaştırmalı eğitim sistemleri. Pegem Yayınları, Ankara.</p> <p>Babüroğlu, O. N. (ed.) (2003). Eğitimin geleceği. Üniversitelerin ve eğitimin değişen paradigması. Sabancı Üniversitesi yayınları. İstanbul.</p> <p>Bourdieu, P. (1990). Reproduction in education, society and culture. Sage publication, London.</p> <p>DPT. Kalkınma Planları</p>
<b>OTHER REFERENCES</b>	<p>Hoy, W.K. &amp; Miskel, G. C. (2010) Eğitim yönetimi, teori, araştırma ve uygulama. (Turan, S. çeviri ed.). Nobel Yayın Dağıtım. Ankara.</p> <p>Kaya. Y. K. (1993). İnsan yetiştirme düzenimiz. Yeni bir bakış Bilim yayınları, Ankara.</p> <p>MEB. Hükümet Programlarında Eğitim</p> <p>MEB. Kalkınma Planlarında Eğitim.</p> <p>Olssen, M.&amp; Codd, J. (2004). Education policy: globalization, citizenship and democracy. Sage publication. London</p> <p>Şişman, M. &amp; Taşdemir, İ. (2008). Türk eğitim sistemi ve okul yönetimi, Pegem Akademi yayınları, Ankara.</p> <p>Shor , I. &amp; Pari, C. (ed. ) (1999). Education is politics. Critical teaching across differences, K-12: United States.</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

COURSE SYLLABUS	
WEEK	TOPICS
1	Giving information about the course content
2	Analysis of education policy
3	Special problems of the Turkish education system
4	Educational planning and social mobility
5	Fundamental problems related to education
6	The results of the main problems related to education and resources
7-8	MID-TERM EXAM
9	Approaches to planning and organization of the education system
10	Problems related to education, social, cultural, political and economic dimensions
11	Problems related to education, psychological, philosophical, managerial and technological dimensions
12	Structure and functioning of education system in Turkey to develop solutions to problems related to
13	Diagnosis of the problems related to education and the scientific method
14	Solving problems related to education-oriented projects and develop proposals
15-16	FINAL EXAM

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.		x	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners			
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations	x		
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.	x		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	x		
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Assistant Professor İlknur Şentürk  
Signature:

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541102003 | COURSE NAME | Educational Politics

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
COURSE CATAGORY							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science	
-	% 75					% 25	
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework						
	Project		1		30		
	Report						
Others (presentation, summary of the presented discussion)							
FINAL EXAM				1		40	
PREREQUISITE(S)		-					
COURSE DESCRIPTION		- Research done about educational politics, - Outcomes of different educational politics approaches, - Educational research in terms of technical-conceptual and social aspects, cover the content of the course.					
COURSE OBJECTIVES		To explore and understand the importance of educational research in educational politics, to discuss the outcomes of different educational politics approaches, to criticize and develop the educational research in terms of technical-conceptual and social aspects.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		At the end of the course, the students will be able to: 1. Recognizes the relationship between education and politics, 2. Identifies and analyzes the policies of education 3. Recognize the concepts of education policy studies 4. Knows that the contemporary debate about education policies 5. understand the importance of educational research and educational politics.					
REFERENCES		1. Chubb, J. E. ve Moe T. M. (1990). Politics, Markets & America's Schools. Washington, D. C.: Brookings Institution. 2. Crowson, R. L., Boyd, W. L., and Mawhinney, H. B. (1996). The Politics of Education and the New Institutionalism. Washington, D. C. : Falmer Press. 3. Heck, R. H. (2004). Studying Educational and Social Policy. London: Routledge. 4. Peters, B. G. (1993). American Public Policy: Promise and Performance. New Jersey: Chatham House Publishers. 5. Wirt, F. M. ve Kirst, M. W. (2009). The Political Dynamics of American Education. California: McCutchan. 6. Development plans, Government Programs documents.					
OTHER REFERENCES							
TOOLS AND EQUIPMENTS REQUIRED		-					

COURSE SYLLABUS	
WEEK	TOPICS
1	Relationship between education and politics
2	Relationship between education and politics
3	Educational Policy Studies
4	Policy planning and analysis
5	Concepts and strategies of educational policy studies
6	Contemporary debates in the field
7-8	MID-TERM EXAM
9	The economic dimensions of education
10	Education, economy and relationships education policy
11	Educational policies applied in the world
12	The results of the different education policies
13	Education policy research
14	Different methodological and theoretical approaches
15-16	FINAL EXAM

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.		x	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	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 political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
13	to gain information about educational systems and practices in the field of administration of different countries.	x		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	x		
1: No Contribution 2: Partially Contribution 3: Full Contribution				

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

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541102004 | COURSE NAME | Seminar

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	0	3	0	0	10	COMPULSORY (X) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science	
	% 75					% 25	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Article review						
	Research assignment		1		30		
	Project		1		30		
	Final Exam		1		40		
	Report						
Others (.....)							
<b>FINAL EXAM</b>							
<b>PREREQUIEITE(S)</b>							
-							
<b>COURSE DESCRIPTION</b>		In this course, students prepare a study with responsible instructor for the course using the scientific method on a given problem, and share work in the classroom.					
<b>COURSE OBJECTIVES</b>		The main aim of the course is to gain skills like as accessing scientific data, using data, making an assessment and preparing a presentation before they pass thesis stage.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		By the end of this course students will be able to: 1. notice a problem in the relevant field. 2. effectively use the scientific process. 3. develop alternative solutions about this problem. 4. write a scientific report. 5. effectively present their resarch reports .					
<b>TEXTBOOK</b>		APA (2009). <i>Amerikan psikoloji derneği yayım kılavuzu</i> . İstanbul: Kaknüs Yayınları.					
<b>OTHER REFERENCES</b>		Türkiye Bilimler Akademisi (2002). <i>Bilimsel araştırmada etik ve sorunları</i> . Ankara: TUBA					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		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 Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to explain the basic characteristics of scientific research process in a detailed way.	x		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.		x	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		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 political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	x		
15	to gain basic statistical skills.	x		
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): All Instructors  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE 541102701 COURSE NAME Master Thesis

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

COURSE CATEGORY

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

ASSESSMENT CRITERIA

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

PREREQUISITE(S)

-

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

-

COURSE OUTCOMES

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

REFERENCES

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

OTHER REFERENCES

Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc.  
Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları.

TOOLS AND EQUIPMENTS REQUIRED

Coursebook



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

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to explain the basic characteristics of scientific research process in a detailed way.	x		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.		x	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		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 political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	x		
15	to gain basic statistical skills.	x		
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): All instructors  
Signature:

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541102009 | COURSE NAME | Education Statistics II

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
COURSE CATAGORY							
Basic Science	Educational Science	Master degree [if it contains considerable design, mark with (√) ]			Social Science		
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity	%			
	Mid-Term						
	Quiz						
	Homework		1	40			
	Project						
	Report						
Others (.....)							
FINAL EXAM			1	60			
PREREQUIEITE(S)	None						
COURSE DESCRIPTION	<ul style="list-style-type: none"><li>- Basic concept related to statistics</li><li>- Sampling methods</li><li>- theoretical distributions</li><li>- Central tendency and dispersion,</li><li>- Correlation and regression analysis,</li><li>- Hypothetical test,</li></ul> 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.						
TOOLS AND EQUIPMENTS REQUIRED							

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

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to explain the basic characteristics of scientific research process in a detailed way.	x		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			x
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.			x
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.			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 political, social, historical, cultural, economical and international developments which dominate turkish educational system			x
11	to discuss the competences of managers to be able lead educational organizations			x
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	x		
15	to gain basic statistical skills.	x		
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Asist. Prof. Dr.Ümit Çelen  
Signature:

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541102010 | COURSE NAME | School Culture

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Credit	Credit	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( )ELECTIVE (X)	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science				Social Science	
		%80				%20	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>				<b>Evaluation Type</b>		<b>Quantity</b>	<b>%</b>
				Mid-Term		1	30
				Quiz			
				Homework		1	30
				Project			
				Report			
Others (.....)							
<b>FINAL EXAM</b>						1	40
<b>PREREQUIEITE(S)</b>				-			
<b>COURSE DESCRIPTION</b>				Culture, education and society, components of the culture, organization and management concepts from different perspectives, cross-cultural differences and management, organization from cultural aspects, the basic functions and results of the organizational culture, analysis from cultural aspects of the school, cultural characteristics of effective schools, cultural leadership in school management, change in school culture and management of change, researches about school culture in Turkey and around the world.			
<b>COURSE OBJECTIVES</b>				To know the culture and its components, to realize and classifications about organizational culture, to analyze school from cultural perspective and to evaluate the role of an effective school principals in effective school culture.			
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>				-			
<b>COURSE OUTCOMES</b>				1.To analyze different aspects of the concept of culture and school culture 2.To questionize function of school culture in the process of creating a effective school 3.Toanalyze the relationship between school culture and school management 4.To examine the research about school culture			
<b>TEXTBOOK</b>				1.Şişman, M. (1994). <i>Örgüt kültürü</i> . Eskişehir: A. Ü. Yayınları 2. Şişman, M. (2002). <i>Örgütler ve kültürler</i> , Ankara: Pegema. 3.Turan, S. (Editör) (2010). <i>Eğitim yönetimi: Teori, araştırma ve uygulama</i> . Ankara: Nobel Yayıncılık 4.Çelik, V. (2000). <i>Okul kültürü ve yönetimi</i> . Ankara: Pegema Yayıncılık. 5.Prosser, J. (ed.) (1999). <i>School culture</i> . London: Paul Chapman. 6. Deal, T.E.& Peterson, K.D. (2009). <i>Shaping school culture</i> (2th.ed.). San Francisco: Jossey Bass.			
<b>OTHER REFERENCES</b>				1.Açıklın, A. ve diğerleri (2007). <i>Bir insan olarak okul müdürü</i> . Ankara: Pegema Yayıncılık. 2.Özden, Y. (Editör) (2004). <i>Eğitim ve okul yöneticiliği el kitabı</i> . Ankara: Pegema Yayıncılık. 3.Şişman, M. (2002). <i>Öğretim liderliği</i> , Ankara: Pegema Yayıncılık. 4.Şişman, M. (2002). <i>Eğitimde mükemmellik arayışı</i> . Ankara: Pegema Yayıncılık. 5. Şişman, M. (2002). <i>Okul Törenleri: Ritüel yeri olarak okul</i> . Ankara: Pegema Yayıncılık.			
<b>TOOLS AND EQUIPMENTS REQUIRED</b>				-			

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition of culture and components of the culture
2	Culture and society in terms of some theories
3	Organization and management theories from different perspectives
4	Intercultural differences and management
5	Definition and components of the school culture
6	Creation of an effective school culture
<b>7-8</b>	<b>MIDTERM</b>
9	School culture and school climate
10	Theoretical foundations of the school culture
11	Relations between school culture and other variables
12	Changing of school culture
13	The school administrator's role in the creating of school culture
14	Studies on the school culture in Turkey and around the world
<b>15-16</b>	<b>FINAL EXAM</b>

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.		x	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.	x		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	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 political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations	x		
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor: Prof. Dr. Mehmet Şişman/Doç. Dr. Cemil Yücel  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541102011 | COURSE NAME | Introduction to Philosophy

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science	
-	%50					%50	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Mid-Term		1		30		
	Quiz						
	Homework						
	Project		1		30		
	Report						
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>			1		40		
<b>PREREQUISITE(S)</b>			-				
<b>COURSE DESCRIPTION</b>			<ul style="list-style-type: none"><li>• The basic concepts in philosophy,</li><li>• Study areas of philosophy,</li><li>• The development of science in history</li><li>• The main philosophical currents,</li><li>• 20. century philosophy currents,</li><li>• The ways of acquiring knowledge and knowledge types,</li><li>• The fields of philosophy.</li></ul>				
<b>COURSE OBJECTIVES</b>			To learn the basic concepts in philosophy, study areas of philosophy, the main philosophical currents, 20. century philosophy currents, ways of acquiring knowledge and knowledge types, fields of philosophy.				
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>			<ol style="list-style-type: none"><li>1. Learning the basic concepts of philosophy</li><li>2. Questioning the relationship between philosophy and science</li><li>3. Learning the main philosophical currents (idealism, realism, pragmatism, existentialism, humanism)</li><li>4. Learning 20. Century philosophical currents (hermeneutics, phenomenology, critical theory, etc.).</li><li>5. Knowing the types of knowledge and ways of knowledge acquisition</li><li>6. Learning the development of science in history</li><li>7. Learning the basic areas of philosophy such as ontology, epistemology and axiology.</li></ol>				
<b>TEXTBOOK</b>			<ol style="list-style-type: none"><li>1. Bolay, S. H. (2004). Felsefeye giriş, Ankara: Akçağ Yayınları.</li><li>2. Arslan, A. (2005). Felsefeye giriş, İstanbul: Adres Yayınları.</li><li>3. Cevizci, A. (2010). Felsefeye giriş, Ankara: Nobel Yayın Dağıtım.</li><li>4. Aydın, A. (2009). Felsefe:düşünce tarihi, Ankara: Pegem A Yayıncılık.</li><li>5. Aydın, A. (2010). Yaşadığımız dünya, Ankara: Pegem A Yayıncılık.</li></ol>				
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to the course and course subjects
2	The basic concepts in philosophy
3	The relationship between philosophy and science
4	The development of science in history
5	Knowledge and knowledge types
6	Scientific knowledge and ways of knowledge acquisition
7-8	MID-TERM EXAM
9	The fields of philosophy
10	The relationship between philosophy and other disciplines
11	Main philosophical currents
12	20. century philosophical currents
13	Features of philosophy of information, fundamental questions and its basic problem
14	Basic areas of philosophy such as ontology, epistemology and axiology
15-16	FINAL EXAM

At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to explain the basic characteristics of scientific research process in a detailed way.			x
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.		x	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		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 political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		x	
15	to gain basic statistical skills.			x
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Prof. Dr. Ayhan Aydın

Signature:

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER | Spring

COURSE CODE | 541102012 | COURSE NAME | Research Methods in Education II

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
II	3	0	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)		-					
COURSE DESCRIPTION		- Knowledge base of different qualitative research methods, - Different qualitative research designs, - Basic steps of qualitative research, - Implementation of qualitative data analysis, - Examination of a sample qualitative research topic, cover the content of this course.					
COURSE OBJECTIVES		The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		At the end of the course, the students should be able to: 1. understand knowledge base in different qualitative research methods, 2. learn qualitative research designs, 3. comprehend basic steps of qualitative research, 4. interpret qualitative data analysis, 5. use qualitative research methods in education effectively, 6. plan, design, interpret and report an independent qualitative research					
TEXTBOOK		1. Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema Yayıncılık, Ankara. 2. Miles, M. B. & Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London. 3. Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks. 4. Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara 5. Articles (will be submitted by the instructor).					
OTHER REFERENCES		S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998.					
TOOLS AND EQUIPMENTS REQUIRED		-					



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> Phenomenology Ethnography 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>D. 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>E. Types and characteristics of interview</b> i. Tightly structured ii. Structured iii. Loosely structured <b>F. 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>C. Data sources and characteristics</b> <b>D. 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 - Persistent observation

	<ul style="list-style-type: none"> <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>

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to explain the basic characteristics of scientific research process in a detailed way.	x		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
7	to evaluate educational organization from structural and practical perspectives.		x	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		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 political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
11	to discuss the competences of managers to be able lead educational organizations			x
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	x		
15	to gain basic statistical skills.	x		
16	to contribute the information sharing by joining the national and international meeting related to the field.	x		
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

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

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER Spring

COURSE CODE 541102016 COURSE NAME Ethics in Educational Administration

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	%70	%30

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	%30
	Quiz		
	Homework	1	%30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final	1	%40
PREREQUIEITE(S)	No		
COURSE DESCRIPTION	Students discuss the case studies related to ethical problems which they defined with the instructor of the lesson, they analyze them in accordance with ethical principles and methods to solve them.		
COURSE OBJECTIVES	The aim of this lesson is to make students understand ethics, ethics-morality relations, theories of ethics and approaches to ethics. In education, students are also required to order to determine unethical behaviours in these cases and to suggest solutions to correct these behaviours by using ethical decision making process and ethical principles.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	--		
COURSE OUTCOMES	After completing this lesson schedule, students: 1. Learns concept of ethics and ethics-morality relations. 2. Are familiar with philosophy and theories of ethics. 3. Evaluate ethical approaches related to education 4. Create solutionS to encountered ethical problems learning legal ethical rules and regulations in public in Turkey. 5. Know the differences among the concepts of work, business, professional morals and work ethics 6. Know the responsibilities of school leaders as an ethical leaders and ethical management principles, 7. Define the reasons of ethical dilemmas school administrators encountered and produce the solution methods 8. Develop ethical questioning methods in management.		
TEXTBOOK	• Kuçuradi, I. (1999); Etik, 1. Baskı, Ankara: Türkiye Felsefe Kurumu. • Haynes, F (2002), Eğitimde Etik (Çev. S. K. Akbaş) İstanbul : Ayrıntı Yayınları (Orijinal Eserin Yayım Tarihi 1998). • Pieper, A. (1999); Etiğe Giriş, (Çev. ATAYMAN, Veysel; SEZER, Gönül), İstanbul : Ayrıntı Yayınları.		
OTHER REFERENCES	• Shapiro, J., P.; Stefkovich, J. A. (2001); Ethical Leadership and Decision Making In Education; First Edition, Lawrence Erlbaun Associates Publishers, Manlwhah, New Jersey, London. • Sergiovanni, T. J. (1992); Moral Leadership: Getting to the Hearth of School Leadership, San Francisco, Jossey – Bass. • Strike, K; . Haller, E. and Soltis, J. (1988). The Ethics of School Administration, New York and London : Teachers College Press.		
TOOLS AND EQUIPMENTS REQUIRED	Computer, Projection		

COURSE SYLLABUS	
WEEK	TOPICS
1	Values and Ethics in Theories
2	Values and Ethics in Theories
3	Conceptualizations related to Ethics
4	Values and Ethics in Turkish Public Administration
5	Values and Ethics in Business
6	Moral and Ethical Values from the view of School and Education
7-8	Mid-Tem Exam
9	Moral and Ethical Dimensions of Education and School Management
10	Ethics in new conceptualizations related to Leadership
11	Ethics in Decision Making Process in School
12	Encountered Ethical Problems in Education and School Management
13	Encountered Ethical Problems in Education and School Management
14	Encountered Cultural Problems in Schools in Turkey and Value Education
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	to explain the basic characteristics of scientific research process in a detailed way.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	to aware of the ethical principles and reflect these principles practices in the field.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	to evaluate educational organization from structural and practical perspectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	to discuss the competences of managers to be able lead educational organizations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	to gain information about educational systems and practices in the field of administration of different countries.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	to gain basic statistical skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	to contribute the information sharing by joining the national and international meeting related to the field.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Instructor(s):  
Signature:

Date:

**EDUCATIONAL ADMINISTRATION, SUPERVISION, PLANNING and ECONOMICS PROGRAM DISTANCE EDUCATION  
NON-THESIS MASTER PROGRAM**

<b>Course Code</b>	<b>Course Name</b>	<b>ECTS</b>	<b>T+P+L</b>	<b>C/E</b>	<b>Language</b>
<b><u>Fall Semester (I. Semester)</u></b>					
542701002	Research Methods in Education	10	3+0+3	C	Turkish
542701001	Educational Administration	10	3+0+3	E	Turkish
542701003	Educational Leadership	10	3+0+3	E	Turkish
542701004	Effective School and School Development	10	3+0+3	E	Turkish
542701007	Social and Cultural Foundations of Education	10	3+0+3	E	Turkish
542701008	Ethics in Educational Administration	10	3+0+3	E	Turkish
<b>Total Credit</b>			<b>12</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
542702001	School Management	10	3+0+3	E	Turkish
542702002	School Culture	10	3+0+3	E	Turkish
542702003	Policy Development in Education	10	3+0+3	E	Turkish
542702004	Curriculum Development and Evaluation in Education	10	3+0+3	E	Turkish
542702005	Psychological Foundations of Education	10	3+0+3	E	Turkish
<b>Total Credit</b>			<b>9</b>		
<b><u>Fall Semester (III. Semester)</u></b>					
542701005	Law and Supervision in Education	10	3+0+3	E	Turkish
542701006	School and Community Relations	10	3+0+3	E	Turkish
542701009	Improvement of Class Learning	10	3+0+3	E	Turkish
542701010	Report Preparation Techniques in Education	10	3+0+3	E	Turkish
542701011	Values Education	10	3+0+3	E	Turkish
<b>Total Credit</b>			<b>9</b>		
<b><u>Spring Semester (IV. Semester)</u></b>					
542701012	Term Project	30	0+2+0	C	Turkish
<b>Total Credit</b>		<b>30</b>	<b>9</b>		



COURSE CODE	542701001	COURSE NAME	Educational Administration
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	-	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Master degree [if it contains considerable design, mark with (√)]			Social Science
		%75					%25
<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		Theoretical and conceptional foundations of educational administration; Basic principles of educational management; Classical organization theory and educational management; Neo-classical organizational theory and educational management; Current organizational theory and educational management; Theory and practice in educational management; Developing educational administration as a human science in the world and Turkey; Training and attainment of educational administrators and school principals in the in the world and Turkey; School administration and school management process; School law; Management of human resources; Curriculum, instruction, and student services and other services in the school.					
COURSE OBJECTIVES		By the end of the course students should be able to: 1. understand organizational theories on the educational management 2. understand the theories related to the educational management 3. understand developing the field of educational administration in the world and Turkey. 4. understand training and attainment of educational administrators in the world and Turkey. 5. understand education and school management process, problems about educational management and promises.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		Students are going to 1. understand organizational theories on the educational management 2. understand the theories related to the educational management 3. understand developing the field of educational administration in the world and Turkey. 4. understand training and attainment of educational administrators in the world and Turkey. 5. understand education and school management process, problems about educational management and promises.					
TEXTBOOK		<ul style="list-style-type: none"><li>Şişman, M. &amp; Turan, S. (2001). Okul Yöneticileri İçin Standartlar: Eğitim Yöneticilerinin Bilgi Temelleri Üzerine Düşünceler, <b>B. Ü. Sosyal Bilimler Enstitüsü Dergisi</b>, 3(4), 68-87.</li><li>Şişman, M. &amp; Turan, S. (2004). Dünyada ve Türkiye'de Eğitim Yöneticilerinin Yetiştirilmesi, <b>Türk Eğitim Bilimleri Dergisi</b>, C. 2, s.1.</li></ul>					
OTHER REFERENCES		<ul style="list-style-type: none"><li>Bursalıoğlu, Z. (1991). <b>Eğitim Yönetiminde Teori ve Uygulama</b>. Ankara: Pegema</li><li>Bursalıoğlu, Z. (1999). <b>Okul Yönetiminde Yeni Yapı ve Davranış</b>. Ankara: Pegema.</li></ul>					

	<ul style="list-style-type: none"><li>• Özden, Y. (Editör) (2004). <b>Eğitim ve Okul Yöneticiliği El Kitabı</b>. Ankara: Pegema.</li><li>• Şişman, M. &amp; Turan, S. (2005). <b>Eğitim ve Okul Yönetimi</b>. A. Yesevi Üniversitesi Ders Notları</li><li>• Şişman, M. (1994). <b>Örgüt Kültürü</b>, Eskişehir: A. Ü. Yayınları</li><li>• Şişman, M. (2002). <b>Örgütler ve Kültürler</b>, Ankara: Pegema.</li><li>• Şişman, M. (2009). <b>Türk Eğitim Sistemi ve Okul Yönetimi</b>. Ankara: Pegema.</li><li>• Taymaz, H. (2001) <b>Okul Yönetimi</b>. Ankara: Pegema</li><li>• Turan, S. (Editör) (2010). <b>Eğitim Yönetimi: Teori, Araştırma ve Uygulama</b>. Ankara: Nobel Yayıncılık.</li></ul>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

COURSE SYLLABUS	
WEEK	TOPICS
1	Theoretical and conceptional foundations of educational administration
2	Basic principles of educational management; Classical organization theory and educational management; Neo-classical organizational theory and educational management; Current organizational theory and educational management;
3	Management processes
4	Theory and practice in educational management
5	Developing educational administration as a human science in the world and Turkey
6	Training and attainment of educational administrators and school principals in the in the world and Turkey
7-8	MID-TERM EXAM
9	School administration and school management process
10	Management of human resources
11	Management of students' services in the school.
12	Management of education and training practices in the school.
13	Management of school
14	Solutions to the problems of education and school management
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.		x	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to analyze educational organisations from structural and practical perspectives.		x	
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
13	to discuss the competences of managers to be able lead educational organizations		x	
14	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		
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	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): Prof. Dr. Ahmet Aypay

Signature:

Date:





COURSE CODE	542701002	COURSE NAME	Research Methods in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	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
-	%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>7. to develop understandings about the role of research in science –especially in knowledge management</li><li>8. to gain knowledge about research processes and research methods</li><li>9. to analyze research in knowledge management field and gaining evaluation ability</li><li>10. to think systematically for solving problems in knowledge management field and perform analytical methods</li><li>11. to teach data collection, data analysis and evaluation techniques</li><li>12. 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 arařtırmalara 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><li>• Türkiye Bilimler Akademisi (2002). Bilimsel arařtırmada etik ve sorunları. Ankara: TUBA</li></ul>
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TOOLS AND EQUIPMENTS REQUIRED	
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COURSE SYLLABUS	
WEEK	TOPICS
1	Basic principles in educational research
2	Problem/Purpose
3	Literature Review
4	Qualitative and quantitative research designs
5	Sampling
6	Experimental research
7-8	MID-TERM EXAM
9	Survey research – Correlational research
10	Causal research
11	Qualitative and quantitative measurement
12	Quantitative data analysis
13	Writing research report
14	Course evaluation
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.	x		
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			x
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.			x
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
13	to discuss the competences of managers to be able lead educational organizations			x
14	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	
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	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): Doç. Dr. Engin KARADAĞ  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Fall

COURSE CODE | 542701003 | COURSE NAME | Educational Leadership

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	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	Content of the course is as follows: Concept of leadership; leadership theories; leadership and decision making; leadership and communication; leadership and ethics; vision and leadership; learning organizations and leadership; ledaerhip and the future.						
COURSE OBJECTIVES	The main aim of the course is to introduce leadership theoriee and their use in education school setting.						
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES	By the end of this module students will be able to: 7. understand foundations of leadership theories, 8. understand the context of leadership practices, 9. lead of elementary and secondary schools within the context of theory and practice, 10. understand the basic tools of educational research and writing, 11. develop annotated bibliography on leadership, 12. experience in dealing with controversial issues in leading education.						
TEXTBOOK							
OTHER REFERENCES	12. Şişman, M. (2002c). <b>Eğitimde Mükemmellik Arayışı</b> . Ankara: Pegema. 13. Şişman, M. (2002b). <b>Öğretim Liderliği</b> . Ankara: Pegema. 14. Şişman, M. & S. Turan (2001). <b>Eğitimde Toplam Kalite Yönetimi</b> . Ankara: Pegema 15. Keçecioglu, T. (1998). <b>Liderlik ve Liderler</b> . İstanbul: Mavi Kitaplar 16. Wadsworth, W. J. (1999). <b>Liderlik</b> . İstanbul: Hayat. 17. Maxwell, J. C. (1999). <b>Liderlik nitelikleri</b> . İstanbul: Beyaz. 18. Kotter, J. P. (1998). <b>Matsushita liderliği</b> . İstanbul: Sistem. 19. Fukuyama, F. (1999). <b>Tarihin sonu ve son insan</b> . İstanbul: Gün. 20. İnan K. (1993). <b>Türkiye Gerçeği</b> . İstanbul: Timaş. 21. Kennedy, J. F. <b>Cesaret ve fazilet mücadelesi</b> . İstanbul: Hayat. 22. Thoreau, H. D. Mohandas K. Gandhi (1999). <b>Sivil itaatsizlik ve pasif direniş</b> . İstanbul: Vadi.						
TOOLS AND EQUIPMENTS REQUIRED	-						

COURSE SYLLABUS	
WEEK	TOPICS
1	Concepts of leadership
2	Leadership theories and paradigms; Visionary theories
3	The nature of organizational leadership
4	Leadership studies
5	Contingency theories
6	Legitimacy, power and influence in leadership
7-8	MID -TERM
9	Transformational leadership
10	Change and leadership
11	Social responsibility and leadership
12	Philosophical foundations of leadership
13	Ethics in leadership
14	An integrative theory of leadership
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.			x
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to analyze educational organisations from structural and practical perspectives.	x		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
13	to discuss the competences of managers to be able lead educational organizations	x		
14	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		
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	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): Prof. Dr. Selahattin TURAN  
Signature:

Date:



COURSE CODE	542701004	COURSE NAME	Effective School and School Development
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATEGORY			
Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√)]	Social Science
	%70		%30

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

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	The relationship between effective school research and school development studies; organizational change, development, innovation and school development, school-oriented approaches and models, measurement and evaluation of the outcomes of the school and education, planning of school development, school reform and school development-oriented studies in different countries; responsibility and accountability in education and school management; evaluation of school improvement studies
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COURSE OBJECTIVES	-to explain the concepts of school reform, organizational effectiveness, effective schools, school development / improvement -to know the models to determine the effectiveness of school and education -to recognize approaches and methods to improve school -to analyze the scope and size of the development process - to know the school development practices in different countries -to develop models to improve schools
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of this course, students will be able to; - explain the concepts of school reform, organizational effectiveness, effective schools, school development / improvement - know the models to determine the effectiveness of school and education - recognize approaches and methods to improve school - analyze the scope and size of the development process - know the school development practices in different countries - develop models to improve schools
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TEXTBOOK	Balcı, A. (2000). Örgütsel Gelişme. Ankara: Pegema. Balcı, A. (2001). Etkili Okul ve Okul Geliştirme. Ankara: Pegema. Creemers, Bert P.M. (2002). From School Effectiveness and School Improvement to Effective School Improvement: Background, Theoretical Analysis, and Outline of the Empirical Study. Online Publication Date: 01 October 2002 Education Improvement Commission (2000). School Improvement Planning: A Handbook. Toronto: Routledge. Handbook of Research on Educational Administration (1998). New York: Longman. Şişman, M. (2002). Eğitimde Mükemmellik Arayışı-Etkili Okullar-. Ankara: Pegema. Townsend, T. (2007). (Ed.), International Handbook of School Effectiveness and Improvement, Springer.
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OTHER REFERENCES	Education Improvement Commission (2000). School Improvement Planning: A Handbook. Toronto: Routledge. Handbook of Research on Educational Administration (1998). New York: Longman. Şişman, M. (2002). Eğitimde Mükemmellik Arayışı-Etkili Okullar-. Ankara: Pegema. Townsend, T. (2007). (Ed.), International Handbook of School Effectiveness and Improvement, Springer.
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	Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Meeting, providing information about course content
2	The concepts of organizational effectiveness, effective schools, school development / improvement, school reform
3	The relationship between effective school research and school development studies
4	Organizational change, development, innovation and school development
5	School-oriented approaches and models
6	Measurement and evaluation of the outcomes of school and education
7-8	MID-TERM EXAM
9	The school development plan
10	School reform and school-oriented studies in different countries
11	Responsibility and accountability in school and education management
12	Models to determine the effectiveness of school and education
13	The scope and dimensions of the school development process
14	Evaluation of school improvement studies
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.		x	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to analyze educational organisations from structural and practical perspectives.		x	
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
13	to discuss the competences of managers to be able lead educational organizations	x		
14	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	
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	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): Assoc. Prof. Dr. Cemil YÜCEL

Signature:

Date:



COURSE CODE	542701005	COURSE NAME	Law and Supervision in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
I	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

**COURSE CATAGORY**

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

**ASSESSMENT CRITERIA**

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

PREREQUIEITE(S)	None
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COURSE DESCRIPTION	5. concepts related to audit and evaluation 6. the role of audit and evaluation in the education process 7. audit types, audit as a managerial tool, performance measurement and performance evaluation 8. Multiple Assessment Approach and its usage in educational supervision
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COURSE OBJECTIVES	concepts related to audit and evaluation, the role of audit and evaluation in the education process, audit types, audit as a managerial tool, performance measurement and performance evaluation, Multiple Assessment Approach and its usage in educational supervision
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of this lesson students are going to 1. explain the concepts related to audit and evaluation 2. understand the different approaches and models related to audit and evaluation 3. to discuss the performance evaluation models for educational institutions 4. to practice the evaluation models and basic field practices that will be used in educational institutions.
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TEXTBOOK	3. Akal, Z. (1996). İşletmelerde performans ölçüm ve denetimi : (çok yönlü performans göstergeleri), Ankara: Milli Prodüktivite Merkezi Yayınları. 4. Cengiz, C. (1992). Milli Eğitim Bakanlığı Bakanlık müfettişlerinin yetiştirilmesi ve teftişin geliştirilmesi, İstanbul : Milli Eğitim Bakanlığı.
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OTHER REFERENCES	6. Kurnaz, N. ve Çetinolu, T. (2010). İç denetim, Kocaeli : Umuttepe Yayınları. 7. Öztürk, A. T. (2007). Türk kamu yönetiminde bireyden devlete yönetsel denetim süreci, Ankara: Platin Yayıncılık. 8. Pehlivanlı, D. (2010). Modern iç denetim, İstanbul: Beta Yayınevi. 9. Taymaz, H. (2010). Eğitim sisteminde teftiş : kavramlar, ilkeler, yöntemler, Ankara: PegemA Yayıncılık. 10. Yörüker, S. ve Özeren, B. (2000). INTOSAI denetim standartlarına ilişkin Avrupa uygulama rehberi, Sayıştay Başkanlığı AraştırmalıncelemeÇeviri Dizisi: 14.Yurdakul, Ç. (2007). Denetim ve raporlama, Ankara: Gazi Kitabevi.
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TOOLS AND EQUIPMENTS REQUIRED	
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COURSE SYLLABUS	
WEEK	TOPICS
1	concepts related to audit and evaluation
2	the role of audit in the education process
3	the role of evaluation in the education process
4	audit types
5	audit as a managerial tool, performance measurement and performance evaluation
6	the different approaches and models related to audit and evaluation
7-8	MID-TERM EXAM
9	Performance measurement
10	Performance evaluation
11	Discussing the performance evaluation models for educational institutions
12	Practicing the evaluation models and basic field practices that will be used in educational institutions
13	Multiple Assessment Approach
14	Usage of Multiple Assessment Approach in educational supervision
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.	x		
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.		x	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.	x		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
13	to discuss the competences of managers to be able lead educational organizations	x		
14	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	
15	to gain information about educational systems and practices in the field of administration of different countries.			x
16	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): Prof. Dr. M. Bahaddin Acat  
Signature:

Date:





ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER | Güz

COURSE CODE | 542701006 | COURSE NAME | School ve Community Relations

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
III	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Master degree (non-thesis) [if it contains considerable design, mark with (√)]			Social Science
-		%50					%50
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>				<b>Evaluation Type</b>		<b>Quantity</b>	<b>%</b>
				Mid-Term		1	30
				Quiz			
				Homework			
				Project		1	30
				Report			
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>					1	40	
<b>PREREQUISITE(S)</b>				-			
<b>COURSE DESCRIPTION</b>				Understanding the importance and functions of school-society relations. In this context, analyzing the society of school roles in this socio-cultural and socio-economic processes.			
<b>COURSE OBJECTIVES</b>				To understand the importance and functions of school- society relations and analyze the society of school roles in this socio- cultural and socio-economic processes.			
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>				-			
<b>COURSE OUTCOMES</b>				By the end of the course students should be able to: 5. To analyze productive society school relations functions and methods, 6. To understand the roles and services of school in socio-cultural and socio-economic processes, 7. To understand the main roles of school social development, 8. Teacher candidates must have problem solving skills in social relations and processes.			
<b>TEXTBOOK</b>				1. Aydın, A. (2009). <i>Felsefe</i> . Ankara: Pegem A Akedemi 2. Ergun, Turgay. (1984). <i>Kamu Yönetimi</i> . Ankara: TODAİE Yayınevi. 3. Kaya, Yahya Kemal. (1985). <i>Eğitim Yönetimi</i> . Ankara: TODAİE Yayınevi. 4. Dewey, J. (2008). <i>Okul ve Toplum</i> . Ankara: Pegem A Akademi.			
<b>OTHER REFERENCES</b>				.			
<b>TOOLS AND EQUIPMENTS REQUIRED</b>				-			

COURSE SYLLABUS	
WEEK	TOPICS
1	A brief introduction of the course
2	School as an organization
3	School roles in socio-cultural processes.
4	School roles in socio-economic processes
5	School- society relations
6	The importance of school- society relations
7-8	MID-TERM EXAM
9	To understand the main roles of school in social development,
10	To understand the main roles of teachers in social development
11	Shool-family and society relations
12	Social responsibility
13	The importance of gaining social responsibility
14	Teacher candidates must have problem solving skills in social relations and processes.
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.		x	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.	x		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
13	to discuss the competences of managers to be able lead educational organizations	x		
14	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		
15	to gain information about educational systems and practices in the field of administration of different countries.			x
16	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): Prof. Dr. Ayhan Aydın  
Signature:

Date:



COURSE CODE	542701007	COURSE NAME	Social and Cultural Foundations of Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	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.
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COURSE OBJECTIVES	The main aim of the course is to define major perspectives in the field of philosophy and sociology.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	By the end of this module students will be able to: 16. Define major perspectives in the field of philosophy and sociology Understand the context of leadership practices 17. Describe and contrast the differences between culture and society Understand the basic tools of educational research and writing 18. Analyze and examine the nature and importance of socialization; 19. Describe and contrast the differences between culture and society 20. Define the concept of deviance in sociological theories; 21. Identify the nature and importance of stratification in Turkish society; 22. Understand the role of prejudice and discrimination 23. Analyze the Turkish family system and education 24. Identify the functions of the major institutions in society 25. List the major characteristics of primary and secondary groups 26. Understand the patterns of dominant group policies on minority groups 27. Analyze the Turkish political and economic system 28. Understand the process of social change and social movements 29. Understand the methods that sociologists use 30. Understand issues in social and economical policies
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TEXTBOOK	
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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/">http://www.runet.edu/</a> A Sociology Timeline from 1600 by Ed Stephen <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>
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TOOLS AND EQUIPMENTS REQUIRED	-
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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

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.			x
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.	X		
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.		x	
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
13	to discuss the competences of managers to be able lead educational organizations		x	
14	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		
15	to gain information about educational systems and practices in the field of administration of different countries.			x
16	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): Prof. Dr. Selahattin Turan /Assoc. Prof. Dr. Mizrap Polat  
Signature:

Date:



<b>COURSE CODE</b>	542701008	<b>COURSE NAME</b>	Ethics in Educational Administration
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
III	3	0	0	3	10	COMPULSORY ( ) SELECTIVE ( X )	Turkish
<b>COURSE CATEGORY</b>							
Basic Science		Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science
		% 70					% 30
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>		<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>	
		Mid-Term		1		30	
		Quiz					
		Homework		1		30	
		Project					
		Report					
Others (.....)							
<b>FINAL EXAM</b>		Final		1		40	
<b>PREREQUIEITE(S)</b>		---					
<b>COURSE DESCRIPTION</b>		Students discuss the case studies related to ethical problems which they defined with the instructor of the lesson, they analyze them in accordance with ethical principles and methods to solve them.					
<b>COURSE OBJECTIVES</b>		The aim of this lesson is to make students understand ethics, ethics-morality relations, theories of ethics and approaches to ethics. In education, students are also required to order to determine unethical behaviours in these cases and to suggest solutions to correct these behaviours by using ethical decision making process and ethical principles.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		<p>After completing this lesson schedule, students:</p> <ol style="list-style-type: none"> <li>1. Learns concept of ethics and ethics-morality relations.</li> <li>2. Are familiar with philosophy and theories of ethics.</li> <li>3. Evaluate ethical approaches related to education</li> <li>4. Create solutionS to encountered ethical problems learning legal ethical rules and regulations in public in Turkey.</li> <li>5. Know the differences among the concepts of work, business, professional morals and work ethics</li> <li>6. Know the responsibilities of school leaders as an ethical leaders and ethical management principles,</li> <li>7. Define the reasons of ethical dilemmas school administrators encountered and produce the solution methods</li> <li>8. Develop ethical questioning methods in management.</li> </ol>					
<b>TEXTBOOK</b>		<ul style="list-style-type: none"> <li>• Kuçuradi, I. (1999); Etik, 1. Baskı, Ankara: Türkiye Felsefe Kurumu.</li> <li>• Haynes, F (2002), Eğitimde Etik (Çev. S. K. Akbaş) İstanbul : Ayrıntı Yayınları (Orijinal Eserin Yayım Tarihi 1998).</li> <li>• Pieper, A. (1999); Etiğe Giriş, (Çev. ATAYMAN, Veysel; SEZER, Gönül), İstanbul : Ayrıntı Yayınları.</li> </ul>					
<b>OTHER REFERENCES</b>		<ul style="list-style-type: none"> <li>• Shapiro, J., P.; Stefkovich, J. A. (2001); Ethical Leadership and Decision Making In Education; First Edition, Lawrence Erlbaun Associates Publishers, Manlwah, New Jersey, London.</li> <li>• Sergiovanni, T. J. (1992); Moral Leadership: Getting to the Hearth of School Leadership, San Francisco, Jossey – Bass.</li> <li>• Strike, K; . Haller, E. and Soltis, J. (1988). The Ethics of School Administration, New York and London : Teachers College Press.</li> </ul>					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		Computer					

COURSE SYLLABUS	
WEEK	TOPICS
1	Values and Ethics in Theories
2	Values and Ethics in Theories
3	Conceptualizations related to Ethics
4	Values and Ethics in Turkish Public Administration
5	Values and Ethics in Business
6	Moral and Ethical Values from the view of School and Education
7-8	MID -TERM
9	Moral and Ethical Dimensions of Education and School Management
10	Ethics in new conceptualizations related to Leadership
11	Ethics in Decision Making Process in School
12	Encountered Ethical Problems in Education and School Management
13	Encountered Ethical Problems in Education and School Management
14	Encountered Cultural Problems in Schools in Turkey and Value Education
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.			x
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			x
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to analyze educational organisations from structural and practical perspectives.			x
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
13	to discuss the competences of managers to be able lead educational organizations			x
14	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		
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	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):** Yrd. Doç. Dr. Semra KIRANLI GÜNGÖR

**Signature:**

**Date:**



COURSE CODE	542701009	COURSE NAME	Improvement of Class Learning
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( x )	Turkish

COURSE CATEGORY			
Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√) ]	Social Science
	% 70		% 30

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

PREREQUIEITE(S)	---
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COURSE DESCRIPTION	Students will be able to discuss, to a fuller extent, improvement of the classroom activities. They will be able to analyse proper methods and activities in certain cases by examining theories and examplers of post applications. Students will be able to discuss up to date methods to follow in classroom management.
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COURSE OBJECTIVES	The purpose of this course is to teach learning theories, strategies, techniques and practices in order to improve classroom learnings of students.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	-
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COURSE OUTCOMES	After completing this lesson schedule, students: 1. Explains the learning concept. 2. Discusses the concept of classroom management. 3. Comments on the concept of classroom learnings. 4. Determines the purposes of classroom learnings 5. Plans teaching activities that will be performed in the classroom. 6. Explains the responsibilities of teachers for classroom learnings. 7. Discusses factors disrupting classroom learnings. 8. Recommends activities to improve classroom learnings. 9. Uses cognitive strategies to realise effective classroom learnings. 10. Assesses classroom learnings.
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TEXTBOOK	<ul style="list-style-type: none"><li>Jenkins, L. (1998); Deming Kalite İlkelerini Uygulayarak Sınıflarda Öğrenmenin İyileştirilmesi Rota Yayın Yapım Tanıtım Ticaret Ltd. Şti. İstanbul.</li><li>Marzano, R. J., Marzano, J. S. ve Pickering, D. J. (2008) Etkili Sınıf Yönetimi Stratejileri. (Çev. Sibel Sakacı) İstanbul: Redhouse Eğitim Kitapları.</li><li>Marzano, R. J., Pickering, D. J., Pollock, J. E. (2001) Öğrenci Başarısını Artıran Öğretim Stratejileri (Çev. Sibel Sakacı) İstanbul: Redhouse Eğitim Kitapları.</li></ul>
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OTHER REFERENCES	<ul style="list-style-type: none"><li>Fender, G. (2011); Öğrenmenin ABC'si Öğrenmeyi Öğrenmek Beyin Gücünüzü Geliştirmek (Çev. Osman Akınhay) İstanbul: Sistem Yayıncılık.</li></ul>
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TOOLS AND EQUIPMENTS REQUIRED	Computer, projector
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COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction, planning course schedule
2	Basic concepts of Classroom management
3	Variables of classroom environment
4	Physical variables of the classroom environment.
5	Communication in the classroom
6	Enrichment of the classroom environment
7-8	MID -TERM
9	Constructive approach in classroom
10	Stakeholders roles in classroom management
11	Classroom settlement
12	Improvement of performance in education
13	Components of classroom improvement
14	Maintaining excitement through learning process
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.		x	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.	x		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
13	to discuss the competences of managers to be able lead educational organizations		x	
14	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	
15	to gain information about educational systems and practices in the field of administration of different countries.			x
16	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): Doç. Dr. Asım ARI

Signature:

Date:





ESOGU Department of Educational Science  
Course Information Form

SEMESTER	Fall
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COURSE CODE	542701010	COURSE NAME	Report Preparation Techniques in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
III	3	0	0	3	10	COMPULSORY ( ) SELECTIVE (x)	Turkish
COURSE CATEGORY							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science	
	% 50					% 50	
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		20		
	Quiz						
	Homework		1		25		
	Project		1		25		
	Report						
Others (.....)							
FINAL EXAM	Final		1		30		
PREREQUIEITE(S)	---						
COURSE DESCRIPTION	Education Report Preparation Techniques in the course at the graduate level different sources screening methods, literature screening techniques, different styles according to the bibliography creation and citation forms, academic writing rules and techniques and research ethics issues are located.						
COURSE OBJECTIVES	The purpose of this course in different areas of education to students who will graduate studies to gain high level skills in academic writing and academic writing in scientific research and ethical principles which should be followed to ensure that they are familiar with.						
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Education Report Preparation Techniques courses, training in different areas of graduate study will make students scientific method in accordance with article writing skills to gain as well as the scientific work for the realization of both conducted scientific studies of academic writing in the conversion must be complied with ethical guidelines for the adoption of will provide due is an important lesson.						
COURSE OUTCOMES	After completing this lesson schedule, students: <ul style="list-style-type: none"><li>• Both in electronic databases as well as individual resources in libraries learn how to perform the scan will perform;</li><li>• In the literature related to the field of methods and techniques used to understand literature as a practical elements to be considered in the process of going to experience;</li><li>• In the process of writing Academic writing in text citation and bibliography styles suitable for rendering operations in the area will learn realized in practice;</li><li>• To be followed in academic writing methods and techniques used in academic writing they will be able to review and prepare an individual basis;</li><li>• Implementation of scientific research and ethical guidelines to be followed in the conversion of text to adopt a code of ethics shall apply these studies to be carried out.</li></ul>						
TEXTBOOK	<ul style="list-style-type: none"><li>• American Psychological Association. (2010). Publication manual of the American Psychological Association. Washington, DC: American Psychological Association</li></ul>						
OTHER REFERENCES	<ul style="list-style-type: none"><li>• Tez Yazım Kılavuzu. (2012). ESOGÜ Eğitim Bilimleri Enstitüsü tez yazım kılavuzu. Eskişehir: ESOGÜ Eğitim Bilimleri Enstitüsü</li></ul>						
TOOLS AND EQUIPMENTS REQUIRED	Computer						

COURSE SYLLABUS	
WEEK	TOPICS
1	What is academic writing, what is not?
2	Electronic resources for academic writing screening methods
3	Academic writing resources for the library screening methods
4	Literature searching methods
5	The factors to be considered in the literature
6	What is the citation and bibliography creation?
7-8	MID -TERM
9	Create citation and bibliography in the appropriate style
10	Citations and bibliography factors to be considered in
11	Ethical principles in scientific research
12	The ethical principles of academic writing
13	Examination of Scientific studies
14	Examination of academic writing
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.		x	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.	x		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
13	to discuss the competences of managers to be able lead educational organizations		x	
14	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	
15	to gain information about educational systems and practices in the field of administration of different countries.			x
16	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): Assist. Prof. Dr. Macid A. Melekoğlu

Assist. Prof. Dr. İlnur Şentürk

Signature:

Date:



ESOGÜ Institute of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE | 542701011 | COURSE NAME | Values Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
III	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 usage 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 usage 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	

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.			x
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			x
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to analyze educational organisations from structural and practical perspectives.			x
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
13	to discuss the competences of managers to be able lead educational organizations			x
14	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		
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	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): Prof. Dr. M. Bahaddin ACAT

Signature:

Date:



COURSE CODE	542701012	COURSE NAME	Term Project
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
III	0	0	2	0	30	COMPULSORY (X) ELECTIVE ( )	Turkish
<b>COURSE CATEGORIES</b>							
Basic Science		Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science
		% 75					% 25
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>				Evaluation Type		Quantity	%
				Mid-Term			
				Quiz			
				Homework			
				Project		1	%100
				Report			
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>							
<b>PREREQUISITE(S)</b>				-			
<b>COURSE DESCRIPTION</b>				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.			
<b>COURSE OBJECTIVES</b>				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.			
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION</b>				-			
<b>COURSE OUTCOMES</b>				At the end of the course, the students will be able to develop research project related to the management of the higher education.			
<b>REFERENCES</b>				APA (Amerikan Psikoloji Derneği Yayın Kılavuzu)			
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>				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 Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.		x	
3	to gain comprehension on the basic characteristics of scientific research process.	x		
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			x
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.			x
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
13	to discuss the competences of managers to be able lead educational organizations			x
14	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	
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	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	542702001	COURSE NAME	School Management
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SEMESTER	WEEKLY COURSE PERIOD			Credit	ECTS	TYPE OF COURSE	LANGUAGE
	Theory	Practice	Labratory				
II	3	0	0	3	10	COMPULSORY ( )ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science	Educational Science						Social Science
	%80						%20
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		40		
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
FINAL EXAM			1		60		
PREREQUIEITE(S)	-						
COURSE DESCRIPTION	Organizational and managerial effectiveness, effective school or school effectiveness, theoretical foundations of effective school research, models of effective schools, characteristics and dimensions of effective schools; h, management of uman resources, curriculum design; learning process; school environment; culture ,change, stress, risks, crises time, meeting and conflict at the effective school; effective school researches in Turkey and around the world.						
COURSE OBJECTIVES	To know defination and dimensions of of effective school and models of measurement school effectiveness to determine the strengths and weaknesses						
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	-						
COURSE OUTCOMES	1.To know effects of theories about organization and managment on the education and school administration 2. To understand theoretical progress related to the educational and school administration, 3. To know the dimensions of an effective school. 4. To examine critically models of effective school management.						
TEXTBOOK	1.Şişman, M. (2011). Eğitimde mükemmellik arayışı (2.bs.). Ankara: Pegema Yayıncılık. 2. Balcı, A. (2001). Etkili okul ve okul geliştirme. Ankara: Pegema Yayıncılık.						
OTHER REFERENCES	1. Şişman, M. (2002). Öğretim Liderliği, Ankara: Pegema Yayıncılık. 2. Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık. 3. Karşlı, M. Durdu.(2000). Yönetmel Etkililik. Ankara: Pegema Yayıncılık.						
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	Organization and management concepts from different perspectives
2	School management and the unique aspects of school
3	Models of measuring organizational effectiveness
4	Models of measuring school effectiveness
5	Effective school-related studies conducted in Turkey and worldwide
6	Management and leadership in effective schools
7-8	<b>MIDTERM</b>
9	Management of education program and teacher in effective schools
10	Culture, climate and environment of the school in effective schools
11	Human resources management in effective schools
12	Self-managing of employees in effective schools
13	Time and meeting management in effective schools
14	Change management in effective schools
15-16	<b>FINAL EXAM</b>

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.			x
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.	x		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
13	to discuss the competences of managers to be able lead educational organizations	x		
14	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	
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	to evaluate a problem existing in the field by using scientific research methods.			x
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor: Assist. Prof. Dr. Fatih Bektaş  
Signature:

Date:





COURSE CODE	542702002	COURSE NAME	School Culture
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Credit	Credit	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( )ELECTIVE (X)	Turkish
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science				Social Science	
		%80				%20	
<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		Culture, education and society, components of the culture, organization and management concepts from different perspectives, cross-cultural differences and management, organization from cultural aspects, the basic functions and results of the organizational culture, analysis from cultural aspects of the school, cultural characteristics of effective schools, cultural leadership in school management, change in school culture and management of change, researches about school culture in Turkey and around the world.					
COURSE OBJECTIVES		To know the culture and its components, to realize and classifications about organizational culture, to analyze school from cultural perspective and to evaluate the role of an effective school principals in effective school culture.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		1.To analyze different aspects of the concept of culture and school culture 2.To questionize function of school culture in the process of creating a effective school 3.Toanalyze the relationship between school culture and school management 4.To examine the research about school culture					
TEXTBOOK		1.Şişman, M. (1994). <i>Örgüt kültürü</i> . Eskişehir: A. Ü. Yayınları 2. Şişman, M. (2002). <i>Örgütler ve kültürler</i> , Ankara: Pegema. 3.Turan, S. (Editör) (2010). <i>Eğitim yönetimi: Teori, araştırma ve uygulama</i> . Ankara: Nobel Yayıncılık 4.Çelik, V. (2000). <i>Okul kültürü ve yönetimi</i> . Ankara: Pegema Yayıncılık. 5.Prosser, J. (ed.) (1999). <i>School culture</i> . London: Paul Chapman. 6. Deal, T.E.& Peterson, K.D. (2009). <i>Shaping school culture</i> (2th.ed.). San Francisco: Jossey Bass.					
OTHER REFERENCES		1.Açıklan, A. ve diğerleri (2007). <i>Bir insan olarak okul müdürü</i> . Ankara: Pegema Yayıncılık. 2.Özden, Y. (Editör) (2004). <i>Eğitim ve okul yöneticiliği el kitabı</i> . Ankara: Pegema Yayıncılık. 3.Şişman, M. (2002). <i>Öğretim liderliği</i> , Ankara: Pegema Yayıncılık. 4.Şişman, M. (2002). <i>Eğitimde mükemmellik arayışı</i> . Ankara: Pegema Yayıncılık. 5. Şişman, M. (2002). <i>Okul Törenleri: Ritüel yeri olarak okul</i> . Ankara: Pegema Yayıncılık.					
TOOLS AND EQUIPMENTS REQUIRED		-					

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition of culture and components of the culture
2	Culture and society in terms of some theories
3	Organization and management theories from different perspectives
4	Intercultural differences and management
5	Definition and components of the school culture
6	Creation of an effective school culture
7-8	<b>MIDTERM</b>
9	School culture and school climate
10	Theoretical foundations of the school culture
11	Relations between school culture and other variables
12	Changing of school culture
13	The school administrator's role in the creating of school culture
14	Studies on the school culture in Turkey and around the world
15-16	<b>FINAL EXAM</b>

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.			x
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.	x		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		X	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	X		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
13	to discuss the competences of managers to be able lead educational organizations	x		
14	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	
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	to evaluate a problem existing in the field by using scientific research methods.			x
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor: Assoc. Prof. Dr. Cemil Yücel  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER Spring

COURSE CODE 542702003 COURSE NAME Policy Development in Education

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

COURSE CATAGORY			
Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√) ]	Social Science
-	% 75		% 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  
- Research done about educational politics,  
- Outcomes of different educational politics approaches,  
- Educational research in terms of technical-conceptual and social aspects, cover the content of the course.

COURSE OBJECTIVES  
To explore and understand the importance of educational research in educational politics, to discuss the outcomes of different educational politics approaches, to criticize and develop the educational research in terms of technical-conceptual and social aspects.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION -

COURSE OUTCOMES  
At the end of the course, the students will be able to:  
1. Recognizes the relationship between education and politics,  
2. Identifies and analyzes the policies of education  
3. Recognize the concepts of education policy studies  
4. Knows that the contemporary debate about education policies  
5. understand the importance of educational research and educational politics.

REFERENCES  
1. Chubb, J. E. ve Moe T. M. (1990). Politics, Markets & America's Schools. Washington, D. C.: Brookings Institution.  
2. Crowson, R. L., Boyd, W. L., and Mawhinney, H. B. (1996). The Politics of Education and the New Institutionalism. Washington, D. C. : Falmer Press.  
3. Heck, R. H. (2004). Studying Educational and Social Policy. London: Routledge.  
4. Peters, B. G. (1993). American Public Policies: Promise and Performance. New Jersey: Chatham House Publishers.  
5. Wirt, F. M. ve Kirst, M. W. (2009). The Political Dynamics of American Education. California: McCutchan.  
6. Development plans, Government Programs documents.

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED -

COURSE SYLLABUS	
WEEK	TOPICS
1	Relationship between education and politics
2	Relationship between education and politics
3	Educational Policy Studies
4	Policy planning and analysis
5	Concepts and strategies of educational policy studies
6	Contemporary debates in the field
7-8	MID-TERM EXAM
9	The economic dimensions of education
10	Education, economy and relationships education policy
11	Educational policies applied in the world
12	The results of the different education policies
13	Education policy research
14	Different methodological and theoretical approaches
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.			x
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to analyze educational organisations from structural and practical perspectives.	x		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	x		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	x		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
13	to discuss the competences of managers to be able lead educational organizations		x	
14	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		
15	to gain information about educational systems and practices in the field of administration of different countries.	x		
16	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): Prof. Dr. Ahmet Aypay  
Signature:

Date:



COURSE CODE	542702004	COURSE NAME	Curriculum Development and 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 )	TR
<b>COURSE CATEGORY</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 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		<ol style="list-style-type: none"><li>1. Knowledge of the basic concepts of program development.</li><li>2. Understanding the theoretical underpinnings of curriculum development.</li><li>3. Comprehend the need to develop the program.</li><li>4. Understanding the stages of the program development process.</li><li>5. Knowledge of the elements of curriculum development.</li><li>6. Knowledge of curriculum design and models.</li><li>7. Analyze the process of program evaluation.</li><li>8. Recognition the approaches are being taken to develop the program.</li><li>9. Analyze the program development activities in the world and Turkey.</li></ol>					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		<ol style="list-style-type: none"><li>1. Knows the basic concepts of program development.</li><li>2. Understand the theoretical underpinnings of curriculum development.</li><li>3. Understands the need to develop the program.</li><li>4. Understands the stages of the program development process.</li><li>5. Knows the elements of curriculum development.</li><li>6. Knows curriculum design and model..</li><li>7. Analyze the program assessment process.</li><li>8. Recognizes the program development approaches</li><li>9. Analyze program development activities in the world and in Turkey.</li></ol>					
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>Variş, 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>At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;</b>				
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.		x	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			x
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.			x
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
13	to discuss the competences of managers to be able lead educational organizations			x
14	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	
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	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): Assoc. Prof. Dr. Zühal ÇUBUKÇU  
Signature:

Date:



ESOGU Department of Educational Science  
Course Information Form

SEMESTER Spring

COURSE CODE 542702005 COURSE NAME Psychological Foundations of Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY ( ) SELECTIVE (x)	Turkish

COURSE CATEGORY			
Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√)]	Social Science
	% 50		% 50

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

PREREQUIEITE(S) ---

COURSE DESCRIPTION In this course, students learning and development with the instructor in charge, although theories learned theoretically analyze them in the context of case studies.

COURSE OBJECTIVES The purpose of this course is to teach students learning and development theories, these theories in terms of learning is to provide assessments. In addition, students can use examples of these theories is to talk about the event.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES At the end of this course students;  
1. Understands the basic outline learning theories.  
2. Classical conditioning and operant conditioning can be evaluated in terms of learning theories.  
3. Social learning theory can be evaluated in terms of their implications for practice.  
4. Gestalt theory of learning can be evaluated in terms of learning.  
5. Information processing theory can be evaluated in terms of learning.  
6. Neurobiological theories of learning can be evaluated in terms of learning.  
7. Can you explain the process of physical and psychomotor development.  
8. Explain the theoretical perspectives on cognitive development.  
9. Personality development can be explained in the framework of the theory of personality development.  
10. Within the framework of the theory of moral development, moral development can be explained.  
11. Emotional - can understand the impact of cognitive development in social development.  
12. Can understand the impact of social development in sexual development.

TEXTBOOK Eryılmaz, A.; Aypay, A. (2013). Eğitim Psikolojisi

OTHER REFERENCES

- Başaran, İ.E. (2005). Eğitim Psikolojisi. Nobel: Ankara
- Yıldırım, İ. (2008). Eğitim Psikolojisi. Anı: Ankara

TOOLS AND EQUIPMENTS REQUIRED Computer, Projection



COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to Psychology of Learning
2	Behavioral Theories
3	Social Learning Theory
4	Gestalt Theory of Learning
5	Information Processing Theory
6	Neurobiological Theory
7-8	MID -TERM
9	Introduction to Developmental Psychology And Physically- Psychomotor Development
10	Cognitive Development
11	Personality Development
12	Moral Development
13	Socio-Emotional Development
14	Sexual Development
15-16	FINAL EXAM

At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics 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 educational administration, supervision, planning and economics.		x	
2	to use effectively distance education technologies.	x		
3	to gain comprehension on the basic characteristics of scientific research process.		x	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.			x
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			x
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	be aware of the problems which are faced during the application in the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to analyze educational organisations from structural and practical perspectives.			x
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	x		
13	to discuss the competences of managers to be able lead educational organizations			x
14	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	
15	to gain information about educational systems and practices in the field of administration of different countries.		x	
16	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):** Assoc. Prof. Dr. Ali ERYILMAZ / Assoc. Prof. Dr. Ayşe AYPAY

**Signature:**

**Date:**

