AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Curriculum Development						
Course Code	EBB111			Couse Level	First Cycle (Bachelor's Degree)		
ECTS Credit	3	Workload	81 *(Hours)*	Theory	2	Practice	0	Laboratory	0
Objectives of the Course	Informing teacher candidates about the importance of coming to the course with plan.To comprehend educational program items and functions						
Course Content	Basic concepts, theoretical foundations of curriculum development (historical, philosophical, psychological and social), training program designs and models, the program development process (planning, project preparation, trial-evaluation, to give continuity to the program), training programs, related to the new trends (the effective learning, multiple intelligences, collaborative learning, lifelong learning, constructivism, creative thinking, etc.)						
Work Placement	N/A						
Planned Learning Activities and Teaching Methods			Explanation (Presentation), Discussion, Individual Study				
Name of Lecturer(s)							

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

Recommended or Required Reading

1	Ertürk, Selahattin; Eğitimde "Program" Geliştirme, Yelkentepe Yayınları No.4, Ankara: 1972.
2	Varış. Fatma. Eğitimde Program Geliştirme: Teori ve Teknikler. Ankara: Ankara Üniversitesi Eğitim Fakültesi Yayınları, 1988
3	Tan, Şeref. (2005). Öğretimi Planlama ve Değerlendirme. Pegem Yayınları.
4	Doğanay, A., Karip, E. (Ed) (2006). Öğretimde Planlama ve Değerlendirme. Pegem Yayınları.
5	Demirel, Özcan. (2005). Öğretimde Planlama ve Değerlendirme. Pegem Yayınları.
6	İşman, Aytekin., A.Eskicumalı (2006). Öğretimde Planlama ve Değerlendirme. Sempati Yay.
7	Beydoğan, H.Ömer. (ty). Öğretimde Planlama ve Değerlendirme. Eser Ofset.
8	Erginer, Ergin. Öğretimi Planlama, Uygulama ve Değerlendirme. Ankara 2004.

Week	Weekly Detailed Course Contents	
1	Theoretical	The basic consepts of Curriculum Development
2	Theoretical	The foundations of curriculum; historical, philosophical, psychological, economic
3	Theoretical	The models of curriculum development, the approaches of curriculum development
4	Theoretical	The process of curriculum development
5	Theoretical	The process of curriculum development
6	Theoretical	Basic curriculum development concepts and processes, course curriculum, development of yearly, unit and daily plans,
7	Theoretical	Teaching principles, the importance and benefits of planning, education planning (annual plan,examples of daily plan and activities)
8	Intermediate Exam	Midterm exam
9	Theoretical	Recognition of teaching principles; Planning and practiceof teaching activities; Teaching Methods and Strategies
10	Theoretical	Recognition of teaching principles; Planning and practice of teaching activities; Teaching Methods and Strategies
11	Theoretical	The theories, concepts, and principles about learning which form the basis of learning activities
12	Theoretical	The theories, concepts, and principles about learning which form the basis of learning activities
13	Theoretical	The foundations of curriculum
14	Theoretical	Lifelong learning
15	Theoretical	General evaluation
16	Final Exam	Final exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	2	28
Assignment	7	0	4	28
Individual Work	5	0	2	10
Midterm Examination	1	5	1	6
Final Examination	1	8	1	9
			Total Workload (Hours)	81
			[Total Workload (Hours) / 25*] = **ECTS**	3

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	To understand the theoretical foundations of curriculum development
2	To plan the curriculum development process
3	To apply the program development process
4	To plan the curriculum development process
5	To understand the theoretical foundations of curriculum development

Programme Outcomes *(Child Development)*

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

Contribution of Learning Outcomes to Programme Outcomes *1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High*

	L1	L2	L3	L4	L5
P1	4	4	4	4	4
P3	3	3	3	3	3
P4	3	3	3	3	3
P11	3	3	3	3	3