AYDIN ADNAN MENDERES UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
EDUCATIONAL SCIENCES
CURRICULUM AND INSTRUCTION
CURRICULUM AND INSTRUCTION MASTER
COURSE INFORMATION FORM

Course Title	Comperative Education System								
Course Code	EPÖ509		Couse Level		Second Cycle (Master's Degree)				
ECTS Credit	5	Workload	125 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	The aim of this course is to examine the development of education in different countries and to identify the common elements that were active in changing of the training programs in different countries.								
Course Content	Reformation, the Renaissance, Democracy Childhood Education, the Industrial Revolutionin 17th Century, Education in this century, Education Before World War II, Education after World War II, Information Age Education, Finland, China, Israel, Norway, the United Kingdom, Canada, Australia, the United States educational systems.								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Individual Study								
Name of Lecturer(s)	Lec. Ayşe ELİTOK KESİCİ								

Assessment Methods and Criteria		
Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading	
1	Erginer, A. (2006). Avrupa Birliği Eğitim Sistemleri. Ankara: PegemA.
2	Erdoğan, İ. (2000). Çağdaş Egitim Sistemleri. İstanbul: Sistem Yayıncılık
3	Demirel, Ö. (2000). Karşılaştırmalı Eğitim. Ankara: PegemA.
4	Bray, M. & Mason, M. (2007). Comparative Education Research Approches and Methods. Hong Kong: Comparative Education Research Centre.
5	Pinar, W. (2003) International Handbook of Curriculum Research. London: Lawrence Erlbaum Associates.
6	Türkoğlu, A. (1999). Karşılaştırmalı eğitim: dünya ülkelerinden örneklerle. Baki Kitabevi.
7	BALCI, A. (2007). Karşılaştırmalı Eğitim Sistemleri. PEGEM Yayınları Ankara.
8	Aynal, S. (Ed.) (2012). Karşılaştırmalı Eğitim Yansımaları. Ankara: Pegem Akademi.
9	Güzel, İ., Karataş, İ., & Çetinkaya, B. (2010). Ortaöğretim matematik öğretim programlarının karşılaştırılması: Türkiye, Almanya ve Kanada. Turkish Journal of Computer and Mathematics Education (TURCOMAT), 1(3).
10	Uçar, R., & Uçar, İ. H. (2004). Japon eğitim sistemi üzerine bir inceleme: Çeşitli açılardan Türk eğitim sistemi ile karşılaştırma. Yüzüncü Yıl Üniversitesi Elektronik Eğitim Fakültesi Dergisi, 1(1).

Week	Weekly Detailed Course Contents	
1	Theoretical	The Renaissance and Reformation
2	Theoretical	Education before democracy
3	Theoretical	The industrial revolution in the 17th century
4	Theoretical	Education in this century
5	Theoretical	Education before World War 2
6	Theoretical	Education after World War 2
7	Theoretical	Education in the information age
8	Intermediate Exam	Midterm Exam
9	Theoretical	Finland Educational System
10	Theoretical	China Educational System
11	Theoretical	Israel Educational System
12	Theoretical	Norway Educational System
13	Theoretical	Canada Educational System
14	Theoretical	Australia Educational System
15	Theoretical	General assessment
16	Final Exam	Final Exam

Workload Calculation				
Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	4	98
Assignment	1	2	4	6
Reading	2	1	2	6
Midterm Examination	1	5	1	6
Final Examination	1	6	3	9
			Total Workload (Hours)	125
			[Total Workload (Hours) / 25*] = **ECTS**	5
**25 hour workload is accepted as 1 ECTS*				

Learning Outcomes	
1	To be able to follow the development of the phenomenon of education in other countries
2	To be able to compare The Turkish education system with education systems in other countries
3	To be able to determine the common elements that effective in changing curriculum of different countries
4	To be able to be aware of the development of the educational phenomenon in different centuries
5	Volunteer participation in comparative education research.

Programme Outcomes *(Curriculum and Instruction Master)*	
1	To be able to use the basic concepts in the field of Curriculum Development and Instruction correctly
2	To be able to comprehend philosophical, social, historical and psychological principles influencing curriculuma
3	To be able to analyze theoretical bases of learning-teaching theories and approaches
4	To be able to evaluate any curriculum in accordance with scientific principles
5	To be able to prepare a curriculum design cooperatively in accordance with principles and criteria
6	To be able to follow contemporary implementations, and national and international academic publications
7	To be able to prioritize scientific methods and ethical principles in educational sciences while considering and implementing field specific professional issues
8	To be willing to do scientific research in the field of Curriculum and Instruction
9	To be able to appreciate curriculum development profession as a professional identity

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	3	3	3	3	5
P2	3	3	3	4	5
P3	3	3	3	4	5
P4		4	3	3	5
P5		3	2	3	5
P6	5	4	4	4	5
P7		3	3	3	5
P8	5	4	4	4	5
P9	4	3	4	4	5