AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Instructional Design and Technologies						
Course Code	EPÖ574		Couse Level	Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	121 *(Hours)*	Theory	3	Practice	0	Laboratory	0

Objectives of the Course	At the end of this course students will be able to use basic learning principles in organizing effective teaching, will be able to comprehend basic teaching models and theories, will be able to use basic teaching models and strategies effectively, will be able to use the basic motivation theories in the classroom and will be able to evaluate the advantages and limitations of various teaching models and strategies.
Course Content	Learning and teaching concepts Instructional Design Teaching Theories: Behaviorist / Thorndike, Watson, Skinner), Cognitive (Ausubel, Dale, Paivio, Novak, Miller) and descriptive models (Reiguluth, Merrill, Malachowski, Morrison, Ross and Kemp, Briggs, Dick and Carey, Gagne) Keller and Malone's motivational theories
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	60

Recommended or Required Reading

1	Merill, M.D.,Tennyson, R.D., Posey, L.O. (1992) Instructional Design Theory. Educational Technology Publications. Englewood Cliffs, New Jersey;
2	Reigeluth, C.M. (1983) Instructional Design: What Is It and Why Is It? Instructional Design Theories and Models. Ed: C.M.Reigeluth. Hillsdale, NJ: Lawrance Erlbaum Associates

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to the course: General principles and importance of the course, informing the students about the objectives, content, process and evaluation, explaining the roles of students and executives
2	Theoretical	Basic concepts of learning and teaching
3	Theoretical	The basic principles and theoretical foundations of instructional design
4	Theoretical	Behavioral Theories
5	Theoretical	Behavioral Theories
6	Theoretical	Cognitive Theories
7	Theoretical	Cognitive Theories
8	Theoretical	Prescriptive Theories
9	Theoretical	Prescriptive Theories
10	Theoretical	Prescriptive Theories
11	Theoretical	The study of teaching design and models on primary education
12	Theoretical	Examination of the studies on models and models of teaching design which are frequently used in adult education
13	Theoretical	Preparation and implementation of a teaching plan at micro level
14	Theoretical	Preparation and implementation of a teaching plan at micro level
15	Theoretical	In-depth discussion of the functioning and non-functioning aspects of the teaching process and the production of alternatives
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	3	56

Assignment	6	2	2	24
Reading	5	2	3	25
Midterm Examination	1	6	1	7
Final Examination	1	8	1	9
			Total Workload (Hours)	121
			[Total Workload (Hours) / 25*] = **ECTS**	5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Classify teaching models
2	To be able to explain the similarities and differences of teaching models with examples
3	To be able to carry out teaching based on a selected teaching model
4	To be able to apply instructional design based on a selected instructional model
5	To be able to discuss in depth the functioning and non-functioning aspects of the teaching process

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