



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

Course Title	Learning and Teaching Approaches								
Course Code	EPÖ513	Course Level			Second Cycle (Master's Degree)				
ECTS Credit	5	Workload	127 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	The aim of this course is to acquire knowledge of the concepts of education, understand the basic characteristics training processes, practise the basic principles of contemporary teaching strategies, methods and techniques.								
Course Content	the concept of teaching principles and teaching models, factors affecting teaching, learning the importance of communication skills, learning styles and learning strategies, multiple intelligences and individual differences in teaching, active learning and teaching process, concept and mind maps, constructivism, problem based learning, brain-based learning, learning, learning, performance-based standards-based learning based on pre-tests								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Demonstration, Discussion, Case Study, Individual Study								
Name of Lecturer(s)									

Assessment Methods and Criteria		
Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	30
Assignment	2	20
Project	2	30

Recommended or Required Reading	
1	Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
2	Bilen, Mürüvvet. Plandan Uygulamaya Öğretim. Anı Yayıncılık. Ankara. 2002
3	Bloom, Benjamin. (1979). İnsan Nitelikleri ve Okulda Öğrenme. Çev: D. A. Özçelik Ankara: MEB Yayınevi
4	Demirel, Özcan. (2005). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Sekizinci Baskı. Ankara: Pegem Yayıncılık
5	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegem A Yayınları.
6	Demirel, Özcan, S. Sadi Seferoğlu ve Esed Yağcı. (2001). Öğretim Teknolojileri ve Materyal Geliştirme. Ankara: Pegem A Yayıncılık.
7	Doğan, Hıfzı. (1997). Eğitimde Program ve Öğretim Tasarımı. Ankara: Önder Matbaacılık.
8	Erden, Münire. Eğitimde Program Değerlendirme. Pegema Yayıncılık. Ankara. 2000.
9	Erginer, Ergin. (2000). Öğretimi Planlama ve Değerlendirme. Ankara: Anı Yayıncılık.
10	Gözütok, Dilek. (2000). Öğretmenliği Geliştiriyorum. Ankara: Siyasal Yayınları.

Week	Weekly Detailed Course Contents	
1	Theoretical	The identification of needs and the restructuring plan of the course
	Preparation Work	Bilen, Mürüvvet. Plandan Uygulamaya Öğretim. Anı Yayıncılık. Ankara. 2002
2	Theoretical	Basic concepts
	Preparation Work	Bilen, Mürüvvet. Plandan Uygulamaya Öğretim. Anı Yayıncılık. Ankara. 2002
3	Theoretical	Communication and learning, body language
	Preparation Work	Bloom, Benjamin. (1979). İnsan Nitelikleri ve Okulda Öğrenme. Çev: D. A. Özçelik Ankara: MEB Yayınevi
4	Theoretical	Teaching principles and teaching strategies, factors affecting the selection of the method
	Preparation Work	Erginer, Ergin. (2000). Öğretimi Planlama ve Değerlendirme. Ankara: Anı Yayıncılık.
5	Theoretical	Learning styles-learning strategies and teaching
	Preparation Work	Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
6	Theoretical	Multiple intelligences and individual differences in education
	Preparation Work	Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
7	Theoretical	Active learning and teaching process



7	Preparation Work	Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
8	Intermediate Exam	Midterm Exam
9	Theoretical	Concept maps-mind maps
	Preparation Work	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegem A Yayınları.
10	Theoretical	Constructivism
	Preparation Work	Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
11	Theoretical	Problem based learning
	Preparation Work	Gözütok, Dilek. (2000). Öğretmenliği Geliştiriyorum. Ankara: Siyasal Yayınları.
12	Theoretical	Brain-based learning
	Preparation Work	Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
13	Theoretical	Standards based learning-qualification based learning
	Preparation Work	Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
14	Theoretical	Performance-based learning and assessment
	Preparation Work	Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
15	Theoretical	General evaluation
16	Final Exam	Final exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70
Assignment	2	0	2	4
Reading	8	3	2	40
Midterm Examination	1	5	1	6
Final Examination	1	6	1	7
Total Workload (Hours)				127
[Total Workload (Hours) / 25*] = ECTS				5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	knowledge of the concepts of education
2	to be able to understand the basic characteristics of teaching processes
3	to be able to describe the relationship of communication and teaching processes
4	to be able to understand the principles of teaching
5	to be able to apply the basic principles of education contemporary teaching strategies, methods and techniques
6	to be able to organize by selecting the most appropriate approaches and establishing a relationship between methods and techniques, the strategy used in education
7	to be able to criticise contemporary teaching methods according to the basic principles of teaching
8	to be able to use the appropriate resources, vehicles and equipment for acquiring in a variety of knowledge and skills
9	to be willing to follow the teaching of national and international literature in the field
10	to be aware of national and international developments in education

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 curriculum
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	L6	L7	L8	L9	L10
P1	5	4	4	5	4	4	4	4	3	3
P2	5	3	2	4	3	4	3	4	4	4
P3	5	3	2	4	3	4	5	4	4	3
P4	5	5	4	4	3	3	3	3	5	4
P5	4	5	4	4	3	3	4	5	5	4
P6	5	5	4	4	4	4	4	4	5	5
P7	5	3	4	4	3	3	4	5	4	4
P8	5	4	4	4	4	4	4	3	5	5
P9	5	3	4	5	3	3	4	5	4	4

