



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

Course Title	Drama in Education I								
Course Code	EPÖ515	Course Level			Second Cycle (Master's Degree)				
ECTS Credit	5	Workload	130 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	At the end of this course, in primary education, based on the appropriate content units to be selected by students, they will be able to prepare instruction design on the basis of drama and can make practise.								
Course Content	Discussion of relationship between drama in education and learning-teaching. Discussion of relationship between drama in education and primary school programs. Basic techniques used for drama in education. Improvisation as a form of art and a technique in education								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Individual Study, Problem Solving								
Name of Lecturer(s)									

#### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	60
Assignment	8	20

#### Recommended or Required Reading

1	Şener, S. (1993). Oyundan Düşünceye, Gündoğan Yayınları, Ankara
2	McCaslin, N. (1999). Creative Drama and Beyond, Longman
3	Editör, Ali Öztürk. (2003). Çocukta Yaratıcılık ve Drama, Açıköğretim Fakültesi Okul Öncesi Öğretmenliği Lisans Programı, Anadolu Üniversitesi, Eskişehir
4	Bowell, P., Heap, B. S. (2001). Planning Process Drama, David Fulton publishers, London
5	Somers, J. (1994). Drama in The Curriculum, Cassel Educational limited
6	Egri, L. (1996). Piyas Yazma Sanatı, Papirüs Yayınları, Ankara
7	Nutku, Ö. (2001). Dram Sanatı: Tiyatroya Giriş, Kabcacı Yayınevi, İstanbul
8	Altınay, D. (1999). Psikodrama Grup Terapisi 300 Isınma Oyunu, Sistem Yayıncılık, İstanbul
9	Wagner, B. J. (1999). Dorothy Heathcote-Drama as a Learning Medium, Calendar Island Publishers
10	Bloomfield, A., Childs, J. (2000), Teaching Integrated Arts in the Primary School, David Fulton publishers, London

Week	Weekly Detailed Course Contents	
1	Theoretical	Starting lesson: General principles of the lesson and its importance, announcement of the resources recommended, making students aware of aim, content, process and evaluation, explaining the roles of students and conductor.
	Preparation Work	Bowell, P., Heap, B. S. (2001). Planning Process Drama, David Fulton publishers, London.
2	Theoretical	Root of drama art and concept of drama in education. short history of drama in education in Turkey and in the World.
	Preparation Work	Somers, J. (1994). Drama in The Curriculum, Cassel Educational limited.
3	Theoretical	Dorothy Heathcote and Mantle of the Expert. Examples for curriculum and instruction
	Preparation Work	Wagner, B. J. (1999). Dorothy Heathcote-Drama as a Learning Medium, Calendar Island Publishers.
4	Theoretical	Definition of the concept "process drama" and principles of practice
	Preparation Work	Nutku, Ö. (2001). Dram Sanatı: Tiyatroya Giriş, Kabcacı Yayınevi, İstanbul.
5	Theoretical	Relationship between drama in education and learning-teaching
	Preparation Work	Nutku, Ö. (2001). Dram Sanatı: Tiyatroya Giriş, Kabcacı Yayınevi, İstanbul.
6	Preparation Work	Somers, J. (1994). Drama in The Curriculum, Cassel Educational limited.
7	Theoretical	Basic techniques of drama in education
	Preparation Work	Somers, J. (1994). Drama in The Curriculum, Cassel Educational limited.
8	Intermediate Exam	Midterm Exam



9	Theoretical	Improvisation as a form of art and a technique for drama in education
	Preparation Work	Altınay, D. (1999). Psikodrama Grup Terapisi 300 Isınma Oyunu, Sistem Yayıncılık, İstanbul.
10	Theoretical	Puppet and Mask: as a form of art , puppet and mask usage in drama through education.
	Preparation Work	Altınay, D. (1999). Psikodrama Grup Terapisi 300 Isınma Oyunu, Sistem Yayıncılık, İstanbul.
11	Theoretical	Usage of stories,legends and poems in drama: examples of literary scripts.
	Preparation Work	Somers, J. (1994). Drama in The Curriculum, Cassel Educational limited.
12	Theoretical	Configuration of a drama lesson: looking through sample lesson plans
	Preparation Work	Bloomfield, A., Childs, J. (2000), Teaching Integrated Arts in the Primary School, David Fulton publishers, London.
13	Theoretical	A sample design in education drama lesson
	Preparation Work	Bloomfield, A., Childs, J. (2000), Teaching Integrated Arts in the Primary School, David Fulton publishers, London.
14	Theoretical	Investigation of indigenous studies in Drama
	Preparation Work	Şener, S. (1993). Oyundan Düşünceye, Gündoğan Yayınları, Ankara.
15	Theoretical	General assessment and repetition
16	Final Exam	Final Exam

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	3	56
Assignment	4	2	3	20
Reading	8	2	2	32
Midterm Examination	1	10	1	11
Final Examination	1	10	1	11
Total Workload (Hours)				130
[Total Workload (Hours) / 25*] = ECTS				5

\*25 hour workload is accepted as 1 ECTS

### Learning Outcomes

1	Semantic knowledge about basic concepts of drama in education
2	To be able to comprehend the history of the concept of drama in education in the world countries
3	To be able to comprehend the history of the concept of drama in education in Turkey
4	To be able to comprehend the definition and usage principles of Mantle of the Expert Approach
5	To be able to explain the definition and basic principles of process drama
6	To be able to explain the relationship of drama in education and teaching and learning

### 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
P1	4	4	4	4	5	5
P2	2	2	2	2	3	4
P3	2	4	4	2	3	4
P4	5	4	4	4	4	5
P5	5	4	4	4	4	4



P6	4	4	4	3	4	5
P7	5	4	4	4	2	5
P8	4	3	3	4	3	4
P9	5	4	4	3	4	4

