AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Contemporary Learning Theories								
Course Code	EPÖ525		Couse Level	Second Cycle (Master's Degree)					
ECTS Credit	5	Workload	128 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	The aim of this course is to give students information about old and new theories, principles, concepts and research findings, to be able to associate them with education, to be able to apply them in the classroom.								
Course Content	Learning, historical perspectives, conditioning theories, social cognitive theory, cognitive information processing theory, constructivist learning, teaching models, learning and development, motivation, learning and neuroscience								
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	20
Final Examination	1	60
Assignment	1	20

Recommended or Required Reading	
1	Büyükalan Filiz S. (2011). Öğrenme Öğretme Kuram ve Yaklaşımları. Pegema Yayıncılık
2	Oral B. (2011). Öğrenme Öğretme Kuram ve Yaklaşımları. Pegema Yayıncılık.
3	Kaya Z. (2012). Öğrenme ve Öğretme-Kuramlar, Yaklaşımlar, Modeller. Pegema Yayıncılık.
4	Özden, Y. (2003). Öğrenme ve öğretme. Pegema Yayıncılık.
5	Gagne, R. (1985). The Conditions of Learning and Theory of Instruction Robert Gagné. New York, NY: Holt, Rinehart and Winston.
6	Saban, A. (2000). Öğrenme öğretme süreci. Ankara: Nobel Yayın Dağıtım.
7	Schunk, D. H. (2009). Öğrenme teorileri. Çev.: Muzafer gahin, Nobel Yayınları, Ankara.
8	Demirel, Ö. (1999). Öğretme sanatı. Ankara: Pegem Yayınları.
9	Duman, B. (2007). Neden beyin temelli öğrenme?.Ankara: Pegem Yayınları.
10	Gözütok, D. (2006). Öğretim ilke ve yöntemleri. Ekinoks Eğitim Danışmanlık Hiz. ve Bas. Yay. Dağıtım.

Week	Weekly Detailed Course Contents	
1	Theoretical	General information about the course, what is learning? what is theory? Historical perspectives
	Preparation Work	Reading the relevant chapters of the books
2	Theoretical	Conditioning theory, classical conditioning
	Preparation Work	Reading the relevant chapters of the books
3	Theoretical	Thorndike's feedback theory
	Preparation Work	Reading the relevant chapters of the books
4	Theoretical	Watson, Skinner, operant conditioning
	Preparation Work	Reading the relevant chapters of the books
5	Theoretical	Social cognitive theory, model-making process
	Preparation Work	Reading the relevant chapters of the books
6	Theoretical	Cognitive computing theory
	Preparation Work	Reading the relevant chapters of the books
7	Theoretical	Gestalt theory

7	Preparation Work	Reading the relevant chapters of the books
8	Preparation Work	Review of the topics studied
	Intermediate Exam	Midterm exam
9	Theoretical	Tolman's cognitive theory
	Preparation Work	Reading the relevant chapters of the books
10	Theoretical	Constructivist learning, Vygotsky's sociocultural theory
	Preparation Work	Reading the relevant chapters of the books
11	Theoretical	Teaching models, complete learning
	Preparation Work	Reading the relevant chapters of the books
12	Theoretical	Learning and development, Piaget's theory of cognitive development
	Preparation Work	Reading the relevant chapters of the books
13	Theoretical	Bruner's theory of cognitive development
	Preparation Work	Reading the relevant chapters of the books
14	Theoretical	Learning and neuroscience
	Preparation Work	Reading the relevant chapters of the books
15	Theoretical	Motivation, intrinsic and extrinsic motivation, self-regulation
16	Preparation Work	Review of the topics studied
	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	5	98
Assignment	2	2	3	10
Term Project	1	2	3	5
Midterm Examination	1	5	2	7
Final Examination	1	6	2	8
			Total Workload (Hours)	128
			[Total Workload (Hours) / 25*] = **ECTS**	5

**25 hour workload is accepted as 1 ECTS*

Learning Outcomes

1	To be able to explain modern learning theories
2	To be able to explain the differences between learning theories
3	To be able to follow the developments in the field of education
4	To be able to prepare lesson plan including modern methods and techniques
5	To be able to carry out a lesson in accordance with the plan

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