AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	In-Service Training Curricula							
Course Code	EPÖ548			Couse Level	Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	126 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	Through educational activities, it is aimed to provide individuals with the chance of gaining desired behaviours. To achieve this aim, it is essenial to develop an instruction programme of high quality. At the end of the course, student will be able to explain the concepts related to in-service training and can prepare an educational programme design for in-service.							
Course Content	Educational programme is comprised of all the activities related to instruction. Because the programme is a unity in which there exist solutions for the problems about the gains aimed, things to teach and to whom .Basic concepts, conducting need analysis, developing an in-service programme, and evaluation of it.							
Work Placement	N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Project Based Study				
Name of Lecturer(s)	Assoc. Prof. Ayşe ELİTOK KESİCİ							

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	Bilen, M. (1999). Plandan uygulamaya öğretim. Ankara: Anı Yayıncılık.
2	Bloom, B. S. (1979). İnsan nitelikleri ve okulda öğrenme (Human characteristics and school learning). Çev. D. A. Özçelik). Ankara:Milli Eğitim Basımevi.
3	Lowe, John (1985) Dünyada Yetişkin Eğitimine Toplu Bakış (Çeviren Turhan Oğuzkan) Ankara : Unesco Türkiye Milli Komisyonu

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic concepts and designing programme related to in-service education
2	Theoretical	Planning programme for in-service education and needs analysis
3	Theoretical	Setting objectives
4	Theoretical	Writing objectives
5	Theoretical	Content, table of specifications, unit analysis
6	Theoretical	Content, table of specifications, unit analysis
7	Theoretical	Learning situations
8	Theoretical	Teaching Situations
9	Intermediate Exam	Mid-Term Exam
10	Theoretical	Teaching Situations
11	Theoretical	Designing testing situations
12	Theoretical	Applying programme
13	Theoretical	Applying programme
14	Theoretical	Applying programme
15	Theoretical	Evaluating programme
16	Final Exam	FINAL EXAM

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	3	56
Assignment	6	2	6	48
Term Project	1	5	3	8
Midterm Examination	1	5	2	7

Final Examination	1	5	2	7
		Total Workload (Hours)		126
		[Total Workload (Hours) / 25*] = **ECTS**		5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	To be able to comprehend new tendencies in education and instruction (effective learning, multiple intelligence, lifelong learning, creative thinking, etc.)
2	To ben able to comprehend program development process (planning, design preparing, rendering programme continuity.
3	To be able to comprehend the principles of instruction
4	To be able to comprehend the importance of studying in a planned way
5	To be able to plan the instruction (yearly plan, daily plan and examples of activities)
6	To be able to comprehend instructional methods and techniques
7	To be able to relate the instructional methods and techniques with the implementation 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	L6	L7
P1	5	4	5	4	5	5	5
P2	5	5	5	5	5	4	5
P3	5	5	5	5	5	4	5
P4	5	4	5	4	5	4	5
P5	5	5	5	5	5	4	5
P6	5	5	5	5	5	4	5
P7	5	4	4	5	5	4	5
P8	5	4	4	5	5	5	5
P9	4	4	4	4	5	5	5