



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|--|----------------------|--|---|--------------------------------|---|------------|---|
| Course Title | | Woman Education Curriculums | | | | | | | |
| Course Code | | EPÖ561 | | Course Level | | Second Cycle (Master's Degree) | | | |
| ECTS Credit | 5 | Workload | 123 (<i>Hours</i>) | Theory | 3 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | In this course, it is aimed to comprehend basic concepts of woman education, principles, methods and techniques, woman education activities and issues, to raise awareness about the role of woman education in the development | | | | | | | |
| Course Content | | Basic concepts of woman education, principles, methods and techniques of woman education, the materials, woman education programmes, woman education activities and key issues in Turkey, role of woman education in the development | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Discussion, Case Study, 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

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|---|---|
| 1 | Bülbül, S. (1991). Halk Eğitime Giriş, Yetişkin Eğitimi, Türkiye'de Halk Eğitimi, Toplum Kalkınması (Ed.: H. Seçim). Eskişehir: Anadolu Ü. AÖF Yayınları. |
| 2 | Koçer, Hasan Ali. (1972). "Türkiye'de Kadın Eğitimi", AÜ-Eğitim Bilimleri Fakültesi Dergisi, C.5, S.1, 81-124 |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|--|
| 1 | Theoretical | Basic concepts of woman education |
| 2 | Theoretical | Basic principles of woman education |
| 3 | Theoretical | Methods and techniques of woman education |
| 4 | Theoretical | Woman education programmes |
| 5 | Theoretical | Historical development of woman education |
| 6 | Theoretical | Woman education assisted media (television, newspapers, etc.), internet-computer technology |
| 7 | Theoretical | Relationship between woman education and other disciplines and the management of woman education |
| 8 | Intermediate Exam | Midterm exam |
| 9 | Theoretical | In-service training |
| 10 | Theoretical | Woman education practices in Turkey |
| 11 | Theoretical | Woman education practices in the world |
| 12 | Theoretical | Role of woman education in the development |
| 13 | Theoretical | Role of woman education in the development |
| 14 | Theoretical | Discussion issues related to woman education in Turkey |
| 15 | Theoretical | Discussion of the issues related to woman education in Turkey |
| 16 | Final Exam | Final exam |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 1 | 3 | 56 |
| Assignment | 4 | 3 | 4 | 28 |
| Reading | 4 | 2 | 4 | 24 |
| Midterm Examination | 1 | 5 | 2 | 7 |



| | | | | |
|---|---|---|---|-----|
| Final Examination | 1 | 6 | 2 | 8 |
| Total Workload (Hours) | | | | 123 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 5 |
| *25 hour workload is accepted as 1 ECTS | | | | |

Learning Outcomes

| | |
|---|---|
| 1 | Explains the basic concepts related to woman education |
| 2 | Questions the historical development of woman education |
| 3 | The student associates methods and techniques used in woman education |
| 4 | Compares different cases of woman education activities in the world |
| 5 | Proposes solutions for problems in woman education |
| 6 | Explains the role of woman education in the development |

Programme Outcomes (Curriculum and Instruction Master)

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

