AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Curriculum Evaluation						
Course Code	EPÖ502		Couse Level		Second Cycle (Master's Degree)		
ECTS Credit	5	Workload	121 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	This lesson aims to teach curriculum development and evaluation concepts, theoretical foundations, research problems in educational programs evaluation, approaches to program evaluation, program evaluation by looking at the product and attitude, evaluation turned to program elements, data types used in program evaluation, research methods used in program evaluation, data collection tools, ensuring reliability and validity of measuring instruments, data analysis and interpretation in program evaluation.						
Course Content	Curriculum development and evaluation concepts, theoretical foundations, research problems in educational programs evaluation, approaches to program evaluation, program evaluation by looking at the product and attitude, evaluation turned to program elements, data types used in program evaluation, research methods used in program evaluation, data collection tools, ensuring reliability and validity of measuring instruments, data analysis and interpretation in program evaluation.						
Work Placement	N/A						
Planned Learning Activities and Teaching Methods			Explanation (Presentation), Demonstration, Discussion, Case Study, Individual Study				
Name of Lecturer(s)	Assoc. Prof. Beste DİNÇER						

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

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). Öğretmenliğimi Geliştiriyorum. Ankara: Siyasal Yayınları.
11	Bloom, B. S., Madaus, G. F., and J. T. Hastings. (1981). Evaluation to Improve Learning. New York: R.R. Donnelley & Sons Company.
12	Bloom, B.S., Engelhart, M. D., Furst, E. J., Hill W. H. and D. R. Krathwohl. (1972). Taxonomy of Educational Objectives. N.Y.: David McKay Comp.
13	Ornstein, A.C. and F.B. Hunkins. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall
14	Romiszowski, A.J. (1981). Designing Instructional Systems. New York: Nichols Publishing Company.
15	Saylor, J.G., Alexander, W. M. and A.J. Lewis. (1981). Curriculum Planning for Better Teaching and Learning. 4th edition. NY: Holt, Rinehart&Winston.
16	Weis, L., Cornbleth, C., Zeinchner, K. M., Apple M. W.(1990). Curriculum for Tommorrow's Schools. N.Y.: GSE Publications
17	Worthen, Sanders. Educational Evaluation: Theory and Practice. Charles A. Jones Publishing Company. Ohio

Week	Weekly Detailed Course Contents	
1	Theoretical	In education, curriculum development and evaluation concepts
	Preparation Work	Demirel, Özcan. (2005). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Sekizinci Baskı. Ankara: Pegem Yayıncılık
2	Theoretical	The theoretical foundations of the curriculum evaluation
	Preparation Work	Ornstein, A.C. and F.B. Hunkins. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall
3	Theoretical	Relationship between curriculum evaluation and curriculum development

3	Preparation Work	Demirel, Özcan. (2005). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Sekizinci Baskı. Ankara: Pegem Yayıncılık. Erden, Münire. Eğitimde Program Değerlendirme. Pegema Yayıncılık. Ankara. 2000.
4	Theoretical	Historical development of the curriculum evaluation in Turkey
	Preparation Work	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegem A Yayınları.
5	Theoretical	Evaluation as the discipline of research
	Preparation Work	Erden, Münire. Eğitimde Program Değerlendirme. Pegema Yayıncılık. Ankara. 2000.
6	Theoretical	Types of evaluation
	Preparation Work	Erden, Münire. Eğitimde Program Değerlendirme. Pegema Yayıncılık. Ankara. 2000.
7	Theoretical	Curriculum evaluation models
	Preparation Work	Ornstein, A.C. and F.B. Hunkins. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall
8	Intermediate Exam	Midterm Exam
9	Theoretical	Approaches for curriculum evaluation
	Preparation Work	Worthen, Sanders. Educational Evaluation: Theory and Practice. Charles A. Jones Publishing Company. Ohio
10	Theoretical	The research problems in the educational curriculum evaluation
	Preparation Work	Bloom, B. S., Madaus, G. F., and J. T. Hastings. (1981). Evaluation to Improve Learning. New York: R.R. Donnelley & Sons Company.
11	Theoretical	Creation of the framework of the curriculum evaluation work plan
	Preparation Work	Erginer, Ergin. (2000). Öğretimi Planlama ve Değerlendirme. Ankara: Anı Yayıncılık.
12	Theoretical	The factors kept in mind in the creation of the curriculum evaluation work plan
	Preparation Work	Erden, Münire. Eğitimde Program Değerlendirme. Pegema Yayıncılık. Ankara. 2000.
13	Theoretical	Research methods used in curriculum evaluation, data collection and data analysis and interpretation
	Preparation Work	Ornstein, A.C. and F.B. Hunkins. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall
14	Theoretical	Comments on the future of the curriculum evaluation
	Preparation Work	Weis, L., Cornbleth, C., Zeinchner, K. M., Apple M. W.(1990). Curriculum for Tommorrow's Schools. N.Y.: GSE Publications
15	Theoretical	Provide continuity to the program
	Preparation Work	Doğan, Hıfzı. (1997). Eğitimde Program ve Öğretim Tasarımı. Ankara: Önder Matbaacılık.
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70
Project	1	3	5	8
Reading	4	3	2	20
Quiz	2	1	4	10
Midterm Examination	1	5	1	6
Final Examination	1	6	1	7
Total Workload (Hours)				121
[Total Workload (Hours) / 25*] = **ECTS**				5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Information about the meaning of basic concepts related to curriculum evaluation
2	To be able to understand the relationship between curriculum development and curriculum evaluation
3	To be able to compare major types of curriculum evaluation
4	To be able to analyze the major approaches to curriculum evaluation
5	To be able to plan operations associated with curriculum evaluation
6	To be able to criticise a curriculum evaluation work in terms of the criteria to be considered
7	To be able to analyze the data collected in the operation of a curriculum evaluation
8	To be able to assess the development of curriculum evaluation studies İn Turkey and in the world

9	To follow national and international literature in the field of curriculum evaluation

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	L8	L9
P1	5	4	4	4	4	4	4	4	4
P2	3	5	5	4	4	3	3	4	4
P3	4	4	4	3	4	4	3	3	3
P4	3	3	3	4	5	5	5	5	3
P5	4	3	3	3	4	4	4	5	4
P6	4	4	4	4	4	4	4	4	5
P7	4	4	4	4	4	4	4	4	4
P8	4	3	3	3	3	4	4	3	4
P9	3	3	3	4	4	4	4	3	4