



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

Course Title	Curriculum Development								
Course Code	EPÖ501			Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	126 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	To comprehend the basic concepts about the curriculum development, to comprehend bases of curriculum development, to do a need analysis for a curriculum design, to choose a design and a model in curriculum development process, to prepare and evaluate a curriculum design.								
Course Content	The basic concepts of curriculum development; historical, philosophical, and social bases of curriculum development, curriculum development approaches and models, need assesment and evaluation in education, planning curriculum development, the processes of curriculum design, applying the curriculum, continuing the curriculum, new approaches in curriculum development and the effects of new trends to the process, reviewing curriculum researches, to prepare and to evaluate a curriculum design sample.								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Individual Study								
Name of Lecturer(s)	Prof. Kerim GÜNDOĞDU								

Assessment Methods and Criteria		
Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	60
Attending Lectures	14	10
Assignment	7	10

Recommended or Required Reading	
1	Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
2	Bilen, Mürüvvet (2002). Plandan Uygulamaya Öğretim. Anı Yayıncılık. Ankara.
3	Bloom, Benjamin. (1979). İnsan Nitelikleri ve Okulda Öğrenme. translated by: 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). Öğretmenliği 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., Zeincher, 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	The introduction to the course and reconstruction the syllabus with the group.
2	Theoretical	Basic concepts, the characteristics of a system.
	Preparation Work	Preparing a presentation about basic concepts in education and about features of system of education
3	Theoretical	The foundations of the curriculum development (historical foundations)



3	Preparation Work	Preparing a presentation about the foundations of the curriculum development (Historical foundations)
4	Theoretical	The foundations of the curriculum development (philosophical foundations)
	Preparation Work	Preparing a presentation about the foundations of the curriculum development (philosophical foundations)
5	Theoretical	The foundations of the curriculum development (psychological foundations)
	Preparation Work	Preparing a presentation about the foundations of the curriculum development (philosophical foundations)
6	Theoretical	The foundations of the curriculum development (cultural foundations)
	Preparation Work	Preparing a presentation about the foundations of the curriculum development (cultural foundations)
7	Theoretical	Curriculum development designs, curriculum development models
	Preparation Work	Preparing a presentation about curriculum development designs and curriculum development models
8	Preparation Work	Review of the topics studied
	Intermediate Exam	Mid term exam
9	Theoretical	Need assessment and evaluation
	Practice	Making a need assessment and evaluation about an educational issue
	Preparation Work	Preparing a presentation about how to make a need assessment and evaluation
10	Theoretical	Goals and classification of goals; writing goal-behaviour
	Preparation Work	Reading about goals and classification of goals and writing goal-behaviour
11	Theoretical	Writing Goal-behavior
	Practice	Writing goal-behaviour for any lesson
12	Theoretical	Content analysis and reorganizing content
	Practice	Making content analysis and reorganizing content for any course
	Preparation Work	Reading about content analysis and reorganizing content
13	Theoretical	Organizing educational settings
	Practice	Organizing educational settings for any course
	Preparation Work	Reading about educational settings and about how to organizing educational settings
14	Theoretical	Organizing testing settings
	Practice	Preparing tests to measure educational attainments for any course
	Preparation Work	Reading about organizing testing settings
15	Theoretical	Pilot studies with the curriculum, applying the curriculum, continuing the curriculum
	Practice	Applying the curriculum on any class for any course
	Preparation Work	Determining the class on which the curriculum will be applied and getting the necessary permissions
16	Preparation Work	Review of the topics studied

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	3	42
Assignment	7	3	1	28
Reading	7	3	1	28
Individual Work	1	1	0	1
Midterm Examination	1	10	1	11
Final Examination	1	15	1	16
Total Workload (Hours)				126
[Total Workload (Hours) / 25*] = ECTS				5

\*25 hour workload is accepted as 1 ECTS

### Learning Outcomes

1	Knowledge of the fundamental concepts of curriculum development
2	To be able to explain the relationship between curriculum development and the other sciences
3	To be able to explain the relation among curriculum components
4	To be able to compare basic curriculum development approaches
5	To be able to analyze the basic curriculum development models



6	To be able to plan curriculum development process
7	To be able to do a need assessment about a curriculum
8	To be able to prepare a curriculum for preschool, primary school, secondary school or high school
9	To be able to apply the curriculum which is developed / prepared.
10	To be able to analyze the components of curriculum to bring continuity to the curriculum
11	To be able to define the problems in curriculum development occurring during the application of the curriculum
12	To be able to define the relations between curriculum development and the new approaches
13	To be able to criticize the curriculum with respect to some criterias
14	To be enthusiastic to follow the literature about the curriculum development

#### 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	L7	L8	L9	L10	L11	L12	L13	L14
P1	5	4	4	5	4	4	5	5	5	5	4	5	5	4
P2	4	5	5	4	4	4	5	5	5	4	4	5	5	5
P3	4	5	4	4	5	5	5	4	5	5	5	5	4	4
P4	4	5	5	4	5	4	5	5	5	4	5	4	5	4
P5	5	4	5	4	5	4	4	5	4	5	4	4	4	5
P6	4	4	5	4	4	5	5	4	4	4	4	5	5	5
P7	4	5	5	4	4	5	4	4	5	4	4	5	4	4
P8	5	4	5	4	4	5	4	4	4	5	4	5	4	5
P9	5	4	5	4	5	4	4	4	5	5	5	5	5	5

