AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title			Thinking Education						
Course Code			EPÖ510		Couse Level		Second Cycle (Master's Degree)		
ECTS Credit	5	Workload	122 *(Hours)*	Theory	3	Practice	0	Laboratory	0

Objectives of the Course	The purpose of this course is to help students from different fields to evaluate educational/instructional practices within the frame of how to develop critical, reflective and creative thinking styles through more contemporary and broader vision. Course includes the concept of thinking, the necessity of thinking, dimensions of thinking , metacognition, creative and critical thinking skills and processes of micro-and macro-thinking, new approaches to teaching thinking.
Course Content	Thinking skills for developing students' perspectives, contemporary trends in thinking education; thinking concept, the need for thinking, elements of thinking; cognitive awareness; creative, reflective and critical thinking; micro and macro thinking processes; new approaches in thinking education
Work Placement	N/A
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Project Based Study, Individual Study
Name of Lecturer(s)	Assoc. Prof. Beste DİNÇER

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	30
Assignment	1	20
Term Assignment	1	30

Recommended or Required Reading

1	Bruner, J. (1966). Toward a theory of instruction. Cambridge, MA: Harvard University Press.
2	Dewey, J. (1916). Democracy and education . New York: Macmillan.
3	Gardner, H. (1983). Frames of mind: The theory of multiple intelligences . New York: Basic Books
4	Saban, A. (2004). Learning teaching process (3rd ed.). Ankara: Nobel Pub.
5	Demirel, Ö. (2007). New approaches in education (3rd ed.). Ankara: PegemA
6	Karadeniz, A. (2006). Liselerde eleştirel düşünme eğitimi. Yayımlanmamış Yüksek Lisans Tezi), Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
7	Ülger, M. (2012). Düşünme eğitimi dersi. Bilim ve Aklın Aydınlığında Eğitim, 146, 67-72.
8	Mutlu, E., & Aktan, E. (2011). OKUL ÖNCESİ ÖĞRETMENLERİNİN DÜŞÜNME EĞİTİMİ İLE İLGİLİ TUTUMLARININ İNCELENMESİ. Türk Eğitim Bilimleri Dergisi, 9(4).
9	Korkmaz, Ö., & Yeşİl, R. (2009). Öğretim kademelerine göre öğrencilerin eleştirel düşünme düzeyleri. Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 10(2).
10	Ekinci, Ö., & Aybek, B. (2010). Öğretmen adaylarının empatik ve eleştirel düşünme eğilimlerinin incelenmesi. İlköğretim Online, 9(2).
11	Çetingöz, D. (2002). Okul öncesi eğitimi öğretmenliği öğrencilerinin yaratıcı düşünme becerilerinin gelişiminin incelenmesi. Unpublished master thesis. Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü, İzmir.

Week	Weekly Detailed Course Contents	
1	Theoretical	Different perspectives on teaching thinking
	Preparation Work	Preparing a presentation by making research about the topic
2	Theoretical	To recognise skills of teaching training
	Preparation Work	Preparing a presentation by making research about the topic
3	Theoretical	Social and emotional aspects of thinking education
	Preparation Work	Preparing a presentation by making research about the topic
4	Theoretical	Cooperative studies in teaching thinking
	Preparation Work	Preparing a presentation by making research about the topic
5	Theoretical	Deep-thinking skills
	Preparation Work	Preparing a presentation by making research about the topic

6	Theoretical	Organization and useful habits of thinking
	Preparation Work	Preparing a presentation by making research about the topic
7	Preparation Work	Review of the topics studied
	Intermediate Exam	MIDTERM EXAM
8	Theoretical	To dwell on thinking
	Preparation Work	Preparing a presentation by making research about the topic
9	Theoretical	Empathy, risk-taking
	Preparation Work	Preparing a presentation by making research about the topic
10	Theoretical	Critical Thinking
	Preparation Work	Preparing a presentation by making research about the topic
11	Theoretical	to share and discuss ideas in classroom
	Preparation Work	Preparing a presentation by making research about the topic
12	Theoretical	Problem-Solving Skills
	Preparation Work	Preparing a presentation by making research about the topic
13	Theoretical	Questioning Skills
	Preparation Work	Preparing a presentation by making research about the topic
14	Theoretical	Reflective Thinking
	Preparation Work	Preparing a presentation by making research about the topic
15	Theoretical	General Evaluation
	Preparation Work	Preparing a report about the course
16	Theoretical	FINAL EXAM
	Preparation Work	Review of the topics studied

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	3	56
Assignment	8	0	1	8
Project	1	0	8	8
Reading	3	3	2	15
Midterm Examination	1	15	2	17
Final Examination	1	15	3	18
Total Workload (Hours)				122
[Total Workload (Hours) / 25*] = **ECTS**				5

25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	To be able to gain skills for thinking, questioning, discussing, concluding, making inferences, risk taking, and explaining ideas
2	To be able to become aware of thinking ways
3	To be able to gain critical thinking skill
4	To be able to respect for different thoughts
5	To be able to consider national and spiritual values when thinking

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