



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Drama in Education II							
Course Code		EPÖ512		Couse Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	127 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		At the end of this course, in primary education, based on the appropriate content units to be selected by students, they will be able to prepare instruction design on the basis of drama and can make practise.							
Course Content		Discussion of relationship between drama in education and learning-teaching. Discussion of relationship between drama in education and primary school programs. Basic techniques used for drama in education. Improvisation as a form of art and a technique in education							
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

1	Şener, S. (1993). Oyundan Düşünceye, Gündoğan Yayınları, Ankara
2	McCaslin, N. (1999). Creative Drama and Beyond, Longman
3	Bloomfield, A., Childs, J. (2000), Teaching Integrated Arts in the Primary School, David Fulton publishers, London

Week	Weekly Detailed Course Contents	
1	Theoretical	General principles of the lesson and its importance, announcement of the resources recommended, making students aware of aim, content, process and evaluation, explaining the roles of students and conductor.
2	Theoretical	Root of drama art and concept of drama in education. In Turkey and in the World, short history of drama in education.
3	Theoretical	necessary skills for completely absorbed in the drama
4	Theoretical	Drama media and teacher qualifications
5	Theoretical	The Fox drama special techniques
6	Theoretical	assessment of Drama applications
7	Theoretical	Improvisation as a form of art and a technique for drama in education
8	Theoretical	Relationship between drama in education and learning-teaching
9	Intermediate Exam	midterm exam
10	Theoretical	Puppet and Mask: as a form of art , puppet and mask usage in drama through education.
11	Theoretical	Configuration of a drama lesson: looking through sample lesson plans
12	Theoretical	the design of the drama in education
13	Theoretical	the design of the drama in education
14	Theoretical	Investigation of indigenous studies in Drama
15	Theoretical	general evaluation
16	Final Exam	Final exam

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	4	84
Assignment	1	2	3	5
Project	1	2	3	5
Reading	4	2	3	20
Midterm Examination	1	5	1	6



Final Examination	1	6	1	7
Total Workload (Hours)				127
[Total Workload (Hours) / 25*] = ECTS				5
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	To be able to defines the relationship between the other drama shows and plastic arts.
2	o be able to refer to the drama teacher and leader's qualities.
3	To be able to construct drama activities special techniques in drama
4	To know the basic concepts of drama.
5	Volunteer participation in research on drama.

### 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
P1	5	4	5	5	5
P2	5	5	5	5	5
P3	4	5	5	5	5
P4	5	4	5	4	4
P5	5	4	5	5	4
P6	4	4	5	5	4
P7	5	4	5	5	4
P8	5	4	5	5	4
P9	5	5	5	5	4

