



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

Course Title	Learning Strategies and Instruction								
Course Code	EPÖ532			Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	125 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	The aim of this course is to be able to realize effective learning by using learning strategies								
Course Content	Effective learning, cognitive learning theories, learning strategies classified in different ways (Gagne-Driscoll and Mayer etc.), learning approaches classified according to cognitive and executive cognitive processes, teaching approaches to learning strategies.								
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	Claire, E. Weinstern ve Richard Mayer. "The Teaching of Learning Strategies" Handbook of Research on Teaching 3 rd. Ed. New York: Macmillan Company, 1986.
2	Merlin C. Wittrock. "Students Thought processes" Handbook of Research on Teaching. New York: Macmillan Company, 1986.
3	Richard, I.Arends. Classroom Instruction and Management. The McGraw-Hill Companies, Inc, 1997.
4	Robert M.Gagne ve Marcy Perkins Driscoll. Essential of Learning For Instruction, Englewood cliffs, Nj: Prentice-Hall, 1988.
5	Senemoğlu, N. (2009). Gelişim, öğrenme ve öğretim: Kuramdan uygulamaya. Ankara: Pegem A Yayıncılık.
6	Paul Eggen ve Don Kauchak. Educational Psychology: Classroom Connection. New York: Macmillan, 1992.
7	Richard E.Mayer. "Learning Strategies: An overview" Learning and study strategies. San Diego, California; Academic press. Inc, 1988.
8	Richard E.Mayer. "Learning Strategies: An overview" Learning and study strategies. San Diego, California; Academic press. Inc, 1988.

Week	Weekly Detailed Course Contents	
1	Theoretical	Variables that provide effective learning
2	Theoretical	Basic concepts of learning strategies
3	Theoretical	The relationship between cognitive learning theories and learning strategies
4	Theoretical	Gestalt theory
5	Theoretical	Information processing theory
6	Theoretical	Information processing theory
7	Theoretical	Information processing theory
8	Intermediate Exam	Midterm exam
9	Theoretical	Neurophysiological theory
10	Theoretical	Neurophysiological theory
11	Theoretical	Strategies that increase attention, increase storage in short-term memory, and increase meaningfulness
12	Theoretical	Affective strategies that keep attention, increase relevance, confidence and satisfaction
13	Theoretical	Executive cognition strategies
14	Theoretical	Direct teaching and mutual teaching methods of learning strategies
15	Theoretical	Direct teaching and mutual teaching methods of learning strategies
16	Final Exam	Final exam



**Workload Calculation**

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	3	56
Assignment	2	2	4	12
Reading	6	2	5	42
Midterm Examination	1	5	2	7
Final Examination	1	6	2	8
Total Workload (Hours)				125
[Total Workload (Hours) / 25*] = ECTS				5

\*25 hour workload is accepted as 1 ECTS

**Learning Outcomes**

1	To be able to understand the importance of learning strategies in effective learning process
2	To be able to classify cognitive learning theories
3	To be able to comprehend the relationship between cognitive learning theories and learning strategies
4	To be able to gain awareness about different classifications of learning strategies
5	To be able to use learning strategies that require internal process
6	To be able to use motivation strategies
7	To be able to use executive cognitive strategies
8	To be able to teach learning strategies by using appropriate teaching approaches

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

