

AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title	Instructional Design: Theory and Practice							
Course Code	EPÖ657	Couse Lev	Couse Level		Third Cycle (Doctorate Degree)			
ECTS Credit 5	Workload 120 (Ho	ours) Theory	2	Practice	1	Laboratory	0	
Objectives of the Course	At the end of this course, students; can use the basic learning principles in organization of effective instruction, comprehend the fundamental instruction models and theories, use them in providing basical instruction models, and strategies effectively. Students will also gain the skill of evaluating advantages and disadvantages of various teaching models and strategies as well as learning how to use basic motivation theories in classroom.							
Course Content	Instruction Theories: Be Novak, Miller) and deso Briggs, Dick and Carey	ehavioristic/(Tho criptive models (/, Gagne) Motiva	rndike,Wats Reiguluth, M tion theories	on, Skinner); (/errill, Malacho s of Keller and	Cognitive (Au owski, Morriso Malone	usubel, Dale, Paiv on, Ross and Kerr	io, ıp,	
Work Placement	N/A							
Planned Learning Activities and Teaching Methods		Explanatio Problem S	n (Presenta olving	tion), Discussio	on, Case Stu	dy, Individual Stud	dy,	
Name of Lecturer(s) Prof. Ruken AKAR VURAL		RAL						

Assessment Methods and Criteria

Method	Quantity	Percentage (%)	
Midterm Examination	1	40	
Final Examination	1	60	

Recommended or Required Reading

1	Merill, M.D., Tennyson, R.D., Posey, L.O. (1992) Instrutional Design Theory. Educational Technology Publications. Englewood Cliffs, New Jersey.
2	Reigeluth, C.M. (1983) Instructional Design: What Is It and Why Is It? Instructional Design Theories and Models. Ed: C.M.Reigeluth. Hillsdale, NJ: Lawrance Erlbaum Associates.

Week Weekly Detailed Course Contents

1	Theoretical	Introduction to the course: 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	Basic concepts of learning and teaching				
3	Theoretical	Basic principles of teaching design and theoretical bases				
4	Theoretical	Behavioral Theories				
5	Theoretical	Behavioral Theories				
6	Theoretical	Cognitive Theories				
7	Theoretical	Cognitive Theories				
8	Intermediate Exam	Mid term exam				
10	Theoretical	Prescriptive Theories				
11	Theoretical	Prescriptive Theories				
12	Theoretical	In adult education, analysis of the studies on models and instructional designs used mainly				
13	Theoretical	During primary teaching, analysis of the studies on models and instructional design				
14	Theoretical	Analysis of the studies on models and instructional design at elementary level				
16	Final Exam	Final exam				

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload	
Lecture - Theory	14	0	3	42	
Assignment	5 4		1	25	
Term Project	1	6	1	7	
Reading	14	1	0	14	
Midterm Examination	1	13	1	14	



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Final Examination	1	17	1	18	
Total Workload (Hours)					
		[Total Workload (Hours) / 25*] = ECTS	5	
*25 hour workload is accepted as 1 ECTS					

Learning	Outcomes
Loaining	Outcomes

Leann	ing outcomes
1	Explains semantic knowledge of basic concepts related to learning and teaching
2	Classifies teaching models
3	Explains the similarities and differences of teaching models with examples.
4	Proposes an instructional design based on a selected teaching model.
5	Implements an instructional design based on a selected teaching model.
6	Compares the motivational theories of Keller and Malone.
7	Develops an understanding towards the role and importance of instructional design in curriculum development.
8	Shows enthusiasm to follow the literature on instructional design.

Programme Outcomes (Curriculum and Instruction Doctorate)

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 curriculums
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 conduct curriculum development studies in an institution or subject area
7	To be able to make scientific researches/publications in the field of Curriculum and Instruction
8	To be able to follow contemporary implementations, and national and international academic publications
9	To be able to prioritize scientific methods and ethical principles in educational sciences while considering and implementing field specific professional issues
10	To be willing to do scientific research in the field of Curriculum and Instruction
11	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	4	5	4	5	5	4	5
P2	4	4	5	5	4	4	4	5
P3	4	4	5	5	4	5	4	5
P4	5	5	4	5	4	5	5	4
P5	4	5	4	4	5	5	4	4
P6	5	4	4	5	4	4	4	4
P7	4	5	4	4	5	5	4	5
P8	5	4	4	5	4	4	5	4
P9	4	5	5	4	5	5	4	4
P10	5	4	4	5	4	4	4	5
P11	5	5	5	4	5	5	5	4