



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Comparative Curriculum							
Course Code		EPÖ623		Course Level		Third Cycle (Doctorate Degree)			
ECTS Credit	5	Workload	120 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		To teach the basic components of comparative education To teach research and application in comparative education To teach some research problems in comparative education							
Course Content		Pre-democracy education. Education at 17th century (the Industrial Revolution). Education before World War II. Education after World War II. Education in the Information Age. Education systems of Finland, China, Israel, Norway, UK, Canada, Australia, Spain, Germany, Portugal, Iran, Bulgaria, Greece, Egypt, Chile, Italy, Russia, Sweden, Poland and the United States.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study					
Name of Lecturer(s)		Assoc. Prof. Ayşe ELİTOK KESİCİ							

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Attending Lectures	14	20
Assignment	2	40
Term Assignment	1	40

### Recommended or Required Reading

1	Aynal, S. (2012). Karşılaştırmalı Eğitim Yansımaları. Ankara: Pegem Akademi.
2	Balcı, A. (2015). Karşılaştırmalı Eğitim Sistemleri. Ankara: Pegem Akademi.
3	Erginer, A. (2012). Avrupa Birliği Eğitim Sistemleri. Ankara: Pegem Akademi.

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic concepts of comparative education
2	Theoretical	National dimensions of education
3	Theoretical	International dimensions of education
4	Theoretical	Historical development of comparative education
5	Theoretical	Method problems in comparative education
6	Theoretical	Karşılaştırmalı eğitimde yöntem sorunları
7	Theoretical	Method problems in comparative education
8	Intermediate Exam	Mid term
9	Theoretical	Education problems of different countries - European Union Countries
10	Theoretical	Education problems of different countries - European Union Countries
11	Theoretical	Education problems of different countries - European Union Countries
12	Theoretical	Education problems in different countries - USA
13	Theoretical	Educational problems of different countries - Far Eastern Countries
14	Theoretical	Education problems of different countries-Asian countries
15	Theoretical	General evaluation
16	Final Exam	Final Exam

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	3	42
Assignment	2	3	1	8
Term Project	1	20	1	21
Reading	14	1	0	14
Individual Work	14	1	0	14
Midterm Examination	1	7	1	8



Final Examination	1	12	1	13
Total Workload (Hours)				120
[Total Workload (Hours) / 25*] = <b>ECTS</b>				5
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	Learner acquires the national and international dimensions of education.
2	Learner acquires historical development of comparative education.
3	Learner understands the research method problems in comparative education.
4	Learner explains different educational systems in different countries.
5	Interested in comparative education research.

### 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
P1	5	5	4	4	4
P2	5	5	4	4	4
P3	5	5	4	4	4
P4	4	5	4	4	5
P5	4	4	5	5	5
P6	4	4	5	5	5
P7	4	4	5	5	5
P8	4	4	4	5	4
P9	5	5	4	5	5
P10	5	5	5	5	5
P11	5	5	5	4	4

