AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Pre-School Curriculum: Theory and Practice							
Course Code	EPÖ625			Couse Level	Third Cycle (Doctorate Degree)			
ECTS Credit	5	Workload	120 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	The basic structure, philosophy, principals and objectives of the pre-school curriculum reflect on the undergraduate programs of the education made before the school; The program will be examined in terms of objectives, content, learning-teaching processes and evaluation dimensions, and the development of the pre-school education program in the historical process will be examined							
Course Content	History of pre-school education. The history and system of pre-school education schools. Pre-school curriculum development and evaluation. Research problems in developing and evaluating pre-school curriculums. Implementing and evaluating curriculum at pre-school education schools.							
Work Placement	N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study, Problem Solving				
Name of Lecturer(s)								

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Attending Lectures	14	20
Assignment	2	20
Term Assignment	1	60

Recommended or Required Reading

1	Çelik, N. ve Daşcan, Ö. (2014). Okul Öncesi Eğitim Programı ve Etkinlik Kitabı. Ankara: Anı Yayıncılık.
2	Alisinanoğlu, F. (2012). Okul Öncesi Eğitimde Özel Öğretim Yöntemleri. Ankara: Pegem Akademi.
3	Ömeroğlu, E. ve Sapsağlam, Ö. (2016). Okul Öncesi Dönemde Karakter ve Değerler Eğitimi. Ankara: Pegem Akademi.

Week	Weekly Detailed Course Contents		
1	Theoretical	The main structure of pre-school curriculum	
2	Theoretical	Philosophy of pre-school curriculum	
3	Theoretical	Principles and objectives of pre-school curriculum	
4	Theoretical	Reflection on the undergraduate curriculum of the education made before the school	
5	Theoretical	Examination of the curriculum in terms of objectives, content, learning-teaching processes and evaluation dimensions	
6	Theoretical	The development of pre-school education curriculum in historical process	
7	Theoretical	Sociological foundations of pre-school education	
8	Intermediate Exam	Mid-term exam	
9	Theoretical	Developing pre-school education curriculum	
10	Theoretical	Developing pre-school education curriculum	
11	Theoretical	Developing pre-school education curriculum	
12	Theoretical	Implementation of the developed curriculum	
13	Theoretical	Implementation of the developed curriculum	
14	Theoretical	Evaluation of the developed curriculum	
15	Theoretical	Reporting the results	
16	Final Exam	Final exam	

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	3	42
Assignment	2	5	2	14
Term Project	1	40	2	42
Midterm Examination	1	9	1	10

Final Examination	1	10	2	12
		Total Workload (Hours)		120
		[Total Workload (Hours) / 25*] = **ECTS**		5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Learner recognizes the importance of pre-school education.
2	Learner evaluates pre-school curriculum from different terms.
3	Learner develops pre-school curriculum.
4	Learner implements developed curriculum.
5	Interested in the studies about pre-school program.

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