AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Action Research and Meta-Analysis								
Course Code	EPÖ638		Couse Level	Third Cycle (Doctorate Degree)					
ECTS Credit	5	Workload	120 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	To gain the knowledge and skills necessary to conduct action research and meta-analysis and to conduct such research.								
Course Content	The overall features and implementation process of action research and meta-analysis. Basic concepts and methods of action research and meta-analysis. Historical and theoretical basis of action research and meta-analysis. The use of action research and meta-analysis in teacher training.								
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	Dinçer, S. (2014). Eğitim Bilimlerinde Uygulamalı Meta-Analiz. Ankara: Pegem Akademi.
2	Johnson, A. P. (2014). Eylem Araştırması El Kitabı. Ankara: Anı Yayıncılık.
3	Robson, C. (2015). Bilimsel Araştırma Yöntemleri Gerçek Dünya Araştırması. Ankara: Anı Yayıncılık.
4	Rothstein, H. R., Higgins, J. P. T., Hedges, L. V. ve Borenstein, M. (2013). Meta - Analize Giriş. Ankara: Anı Yayıncılık.

Week	**Weekly Detailed Course Contents**	
1	Theoretical	Scientific method and basic concepts
2	Theoretical	Basic knowledge about science history, science and research relation
3	Theoretical	What is an action research?
4	Theoretical	Methods and techniques used in action research
5	Theoretical	Universe and sample in action research, types of sampling and what to be considered in selecting sample
6	Theoretical	Data collection techniques in action research
7	Theoretical	Recording, analysis and interpretation of data in action research
8	Intermediate Exam	Mid term
9	Theoretical	What is a meta analysis?
10	Theoretical	Methods and techniques used in meta analysis
11	Theoretical	Universe and sample in meta analysis, types of sampling and what to be considered in selecting sample
12	Theoretical	Data collection techniques in meta analysis
13	Theoretical	Recording, analysis and interpretation of data inmeta analysis
14	Theoretical	Meta-analysis studies in education
15	Theoretical	Reporting of researches
16	Final Exam	Final Exam

Workload Calculation				
Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	3	42
Assignment	2	0	15	30
Term Project	1	5	1	6

Individual Work	14	0	3	42
			Total Workload (Hours)	120
			[Total Workload (Hours) / 25*] = **ECTS**	5
**25 hour workload is accepted as 1 ECTS*				

Learning Outcomes	
1	Learner explains the basic concepts of action research.
2	Learner explains the basic concepts of meta analysis.
3	Learner explains the processes in action research.
4	Learner explains the processes in meta analysis.
5	Learner conducts a meta analysis study.
6	Learner conducts a action 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	L6
P1	4	4	5	4	4	5
P2	4	4	4	4	4	5
P3	4	4	4	4	5	5
P4	5	5	4	5	5	4
P5	5	4	5	5	4	4
P6	5	5	4	5	5	4
P7	4	4	4	4	4	5
P8	5	5	5	4	4	4
P9	4	4	5	4	4	5
P10	5	5	5	5	5	4
P11	4	4	4	4	5	5