



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

|  |   |  |                      |   |   |                                |   |            |   |
|--|---|--|----------------------|---|---|--------------------------------|---|------------|---|
| Course Title                                     |   | In-Service Curriculum: Theory and Practice   |                      |   |   |                                |   |            |   |
| Course Code                                      |   | EPÖ635   |                      | Course Level  |   | Third Cycle (Doctorate Degree) |   |            |   |
| ECTS Credit                                      | 5 | Workload   | 120 ( <i>Hours</i> ) | Theory  | 3 | Practice                       | 0 | Laboratory | 0 |
| Objectives of the Course                         |   | In the course, in accordance with the aims and policies of the organization and by taking the stakeholders' views and expectations into consideration, it is aimed to develop a clear, comprehensible and functional in-service training program within the bounds of possibility in an effort to meet the needs of staff.   |                      |   |   |                                |   |            |   |
| Course Content                                   |   | Scope of the course consists of orientating the staff with institution, enhancing their professional proficiencies, compensation education, supporting the development of the education system, on-the-job training, job training, keeping pace with technological developments, needs analysis, budget calculation , planning and developing inservice training programs. |                      |   |   |                                |   |            |   |
| Work Placement                                   |   | N/A  |                      |   |   |                                |   |            |   |
| Planned Learning Activities and Teaching Methods |   |  |                      | Explanation (Presentation), Discussion, Project Based Study, Individual Study |   |                                |   |            |   |
| Name of Lecturer(s)                              |   | Assoc. Prof. Ayşe ELİTOK KESİCİ  |                      |   |   |                                |   |            |   |

### Assessment Methods and Criteria

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

### Recommended or Required Reading

|   |  |
|---|--|
| 1 | Saban, A. (2000). Hizmet içi eğitimde yeni yaklaşımlar. Milli Eğitim Dergisi, 145(1), 25-27.               |
| 2 | Taymaz, H. (1981). Hizmet içi eğitim: Kavramlar, ilkeler, yöntemler. Ankara Üniversitesi Eğitim Fakültesi. |
| 3 | Aytaç, T. (2000). Hizmet içi eğitim kavramı ve uygulamada karşılaşılan sorunlar. Milli Eğitim, 147(06).    |

| Week | Weekly Detailed Course Contents |  |
|------|---------------------------------|--|
| 1    | Theoretical                     | Curriculum, planning and basic concepts for inservice education          |
| 2    | Theoretical                     | Planning curriculum development for inservice education, need assessment |
| 3    | Theoretical                     | Setting the goals  |
| 4    | Theoretical                     | Writing the goals  |
| 5    | Theoretical                     | Content, table of specifications, unit analysis                          |
| 6    | Theoretical                     | Content, table of specifications, unit analysis                          |
| 7    | Theoretical                     | Learning experiences   |
| 8    | Theoretical                     | Learning settings  |
| 9    | Intermediate Exam               | Mid term exam  |
| 10   | Theoretical                     | Teaching settings  |
| 11   | Theoretical                     | Setting assessment   |
| 12   | Theoretical                     | Applying the curriculum  |
| 13   | Theoretical                     | Applying the curriculum  |
| 14   | Theoretical                     | Applying the curriculum  |
| 15   | Theoretical                     | Curriculum evaluation  |
| 16   | Final Exam                      | Final exam   |

### Workload Calculation

| Activity            | Quantity | Preparation | Duration | Total Workload |
|---------------------|----------|-------------|----------|----------------|
| Lecture - Theory    | 14       | 2           | 3        | 70             |
| Term Project        | 1        | 7           | 1        | 8              |
| Midterm Examination | 1        | 15          | 1        | 16             |



|   |   |    |   |     |
|---|---|----|---|-----|
| Final Examination                       | 1 | 25 | 1 | 26  |
| Total Workload (Hours)                  |   |    |   | 120 |
| [Total Workload (Hours) / 25*] = ECTS   |   |    |   | 5   |
| *25 hour workload is accepted as 1 ECTS |   |    |   |     |

### Learning Outcomes

|   |   |
|---|---|
| 1 | To comprehend the basic concepts for curriculum development for inservice education                                 |
| 2 | To be able to transfer the knowledge about curriculum development to curriculum development for inservice education |
| 3 | Curriculum evaluation for inservice education   |
| 4 | To be able to identify in-service training needs.   |
| 5 | To be able to prepare in-service training program in accordance with a need.  |

### 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  | 5  |
| P2  | 5  | 4  | 5  | 5  | 5  |
| P3  | 4  | 3  | 5  | 4  | 5  |
| P4  | 3  | 3  | 5  | 4  | 4  |
| P5  | 4  | 4  | 4  | 4  | 4  |
| P6  | 4  | 4  | 4  | 5  | 4  |
| P7  | 5  | 4  | 5  | 4  | 4  |
| P8  | 5  | 5  | 5  | 5  | 5  |
| P9  | 4  | 5  | 5  | 4  | 4  |
| P10 | 4  | 4  | 5  | 5  | 5  |
| P11 | 5  | 4  | 5  | 4  | 4  |

