AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Primary Curriculum: Theory and Practice								
Course Code	EPÖ653		Couse Level	Third Cycle (Doctorate Degree)					
ECTS Credit	5	Workload	120 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	The main aim of this course, is to provide students with knowledge about the curriculum development's historical , philosophical, cultural, political bases, to compare the program development studies about private and state schools, to discuss about curriculum development and content design approaches and to develop different programs in primary education settings.								
Course Content	Curriculum development in primary schools; Historical , philosophical, cultural, political bases; Comparison of the program development studies about private and state schools; Curriculum development in different disciplines/ subject fields.								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Project Based Study, Individual Study								
Name of Lecturer(s)									

Assessment Methods and Criteria		
Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	40
Assignment	1	30

Recommended or Required Reading	
1	Arslan, M. (2005). Cumhuriyet dönemi ilköğretim programları ve belli başlı özellikleri, Türkiye Sanal Eğitim Bilimleri Kütüphanesi, 22 Haziran 2005.
2	Bozoğlan, İ., Besneli, İ., Baran, K., Kalan, H.& Özdemir, İ. (2005). Hatay pilot okul ilköğretim müfettişlerinin yeni müfredat değerlendirmeleri raporu. 16 Haziran 2005.
3	Aydın, H. (2006). Postmodernizmin eğitimdeki uzantısı: felsefi yapılandırmacılık. Bilim ve Ütopya Dergisi,s.29, ss.31 vd.
4	Çınar, O., Teyfur, E. ve Teyfur, M. (2006). İlköğretim okulu öğretmen ve yöneticilerinin yapılandırmacı eğitim yaklaşımı ve programı hakkındaki görüşleri. İnönü Üniversitesi Eğitim Fakültesi Dergisi, 7 (11) 47-64.
5	Damlapınar, G. (2008). İlköğretim I.kademe öğretmenlerinin yapılandırmacı öğrenme yaklaşımına ilişkin görüşlerinin incelenmesi. Yayınlanmamış yüksek lisans tezi, Selçuk Üniversitesi Sosyal Bilimler Enstitüsü İlköğretim Ana Bilim Dalı Sınıf Öğretmenliği Bilim Dalı.
6	Güven, S. (2008). Sınıf Öğretmenlerinin Yeni İlköğretim Ders Programlarının Uygulanmasına İlişkin Görüşleri. Milli Eğitim Dergisi, 177, 224-236
7	Şimşek, N. (2004). Yapılandırmacı öğrenme ve öğretime eleştirel bir yaklaşım. Eğitim Bilimleri ve Uygulama, 3(5) 115-139.
8	Yapıcı, M. (2005). Milli Eğitim Bakanlığı ve yeniden yapılanma. Cumhuriyet Bilim Teknik Dergisi, 19 (970) 20.

Week	Weekly Detailed Course Contents	
1	Theoretical	Essentials of Curriculum Development
2	Theoretical	School based curriculum development
3	Theoretical	Curriculum Development Studies From The Republic To The Present
4	Theoretical	Curriculum Development Studies carried out in Turkey
5	Theoretical	1924 the Elementary School Program
6	Theoretical	1926 the Elementary School Program
7	Intermediate Exam	Mid-Term Exam
8	Theoretical	1936 the Elementary School Program
9	Theoretical	1948 the Elementary School Program
10	Theoretical	1968 the Elementary School Program
11	Theoretical	2005 Primary Education Program
12	Theoretical	

13	Theoretical	Comparison of old and new Elementary Curriculums
14	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	3	84
Midterm Examination	1	15	1	16
Final Examination	1	19	1	20
			Total Workload (Hours)	120
			[Total Workload (Hours) / 25*] = **ECTS**	5

**25 hour workload is accepted as 1 ECTS*

Learning Outcomes

1	Comprehends that the quality and success of education depends on the programme conducted.
2	Gains awareness about strengths and weaknesses of the elementary program conducted.
3	Comprehends the importance of conducting elementary school programs with a scientific attitude.
4	Gains awarenes related to determine needs of individuals and society realistically in elementary school program development studies.
5	Designs an effective teaching and learning plan for elementary school.
6	Conducts the program developed with an appropriate content and redesigns it.
7	Comprehends that education program is in a continuous redesign process.
8	Shows willingness to develop elementary school programmes.

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