



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Secondary Curriculum: Theory and Practice							
Course Code		EPÖ634		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 it is aimed to provide students with the basic knowledge related to curriculum development, curriculum evaluation, theoretical bases, research problems in evaluation process, program evaluation approaches, objective based evaluation, program component based evaluation, data types in evaluation, research methods, data gathering tools, reliability and validity analysis and interpretation of data.							
Course Content		Concepts of curriculum development and curriculum evaluation in secondary education, theoretical bases, research problems in evaluation process, program evaluation approaches, objective based evaluation, program component based evaluation, data types in evaluation, research methods, data gathering tools, reliability and validity analysis and interpretation							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Project Based Study, Individual Study, Problem Solving					
Name of Lecturer(s)									

### Assessment Methods and Criteria

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

### Recommended or Required Reading

1	Mckenzie, Jamieson. Designing Staff Development for the Information Age. The Educational Technology Journal Vol 1, No:4, 1991
2	Bilen, Mürüvvet. Plandan Uygulamaya Öğretim. Anı Yayıncılık. Ankara. 2002
3	Bloom, Benjamin. (1979). İnsan Nitelikleri ve Okulda Öğrenme. Çev: D. A. Özçelik Ankara: MEB Yayınevi
4	Demirel, Özcan. (2005). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Sekizinci Baskı. Ankara: Pegem Yayıncılık
5	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegem A Yayınları.
6	Demirel, Özcan, S. Sadi Seferoğlu ve Esed Yağcı. (2001). Öğretim Teknolojileri ve Materyal Geliştirme. Ankara: Pegem A Yayıncılık.
7	Doğan, Hıfzı. (1997). Eğitimde Program ve Öğretim Tasarımı. Ankara: Önder Matbaacılık.
8	Erden, Münire. Eğitimde Program Değerlendirme. Pegem Yayıncılık. Ankara. 2000.
9	Erginer, Ergin. (2000). Öğretimi Planlama ve Değerlendirme. Ankara: Anı Yayıncılık.
10	Gözütok, Dilek. (2000). Öğretmenliği Geliştiriyorum. Ankara: Siyasal Yayınları.
11	Bloom, B. S., Madaus, G. F., and J. T. Hastings. (1981). Evaluation to Improve Learning. New York: R.R. Donnelley & Sons Company.
12	Bloom, B.S., Engelhart, M. D., Furst, E. J., Hill W. H. and D. R. Krathwohl. (1972). Taxonomy of Educational Objectives. N.Y.: David McKay Comp.
13	Ornstein, A.C. and F.B. Hunkins. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall
14	Romiszowski, A.J. (1981). Designing Instructional Systems. New York: Nichols Publishing Company.
15	Saylor, J.G., Alexander, W. M. and A.J. Lewis. (1981). Curriculum Planning for Better Teaching and Learning. 4th edition. NY: Holt, Rinehart&Winston.
16	Weis, L., Cornbleth, C., Zeinchner, K. M., Apple M. W.(1990). Curriculum for Tomorrow's Schools. N.Y.: GSE Publications Worthen, Sanders. Educational Evaluation: Theory and Practice. Charles A. Jones Publishing Company. Ohio

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic knowledge related to curriculum evaluation concepts
2	Theoretical	Basic knowledge related to curriculum evaluation concepts
3	Theoretical	Basic knowledge related to curriculum evaluation concepts
4	Theoretical	Basic concepts related with curriculum development in secondary education
5	Theoretical	Basic concepts related with curriculum development in secondary education
6	Theoretical	Basic knowledge related to curriculum evaluation concepts in secondary education
7	Theoretical	Science curriculum in secondary education



8	Theoretical	Science curriculum in secondary education
9	Intermediate Exam	Mid term exam
10	Theoretical	Social sciences curriculum in secondary education
11	Theoretical	Social sciences curriculum in secondary education
12	Theoretical	Turkish course curriculum in secondary education
13	Theoretical	Turkish course curriculum in secondary education
14	Theoretical	Foreign language curriculum in secondary education
15	Theoretical	General review
16	Final Exam	Final exam

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	3	56
Reading	14	2	0	28
Midterm Examination	1	16	0	16
Final Examination	1	20	0	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 secondary education program conducted.
3	Comprehends the importance of conducting secondary education programs with a scientific attitude.
4	Gains awareness related to determine needs of individuals and society realistically in secondary education program development studies.
5	Designs an effective teaching and learning plan for secondary education.
6	Conducts the program developed with an appropriate content and redesigns it.
7	Comprehends that education program is in a progressive redesign process.
8	Shows willingness to develop secondary education 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	5	4	5	4	5	4	5	4
P2	4	5	4	4	5	5	4	5
P3	4	5	3	5	4	4	3	5
P4	5	4	4	5	4	4	5	4
P5	5	3	5	3	5	5	5	5
P6	5	4	5	5	5	5	4	5
P7	5	4	4	4	5	4	5	5
P8	3	5	5	5	3	5	4	4



P9	5	4	4	5	5	5	5	5
P10	4	5	3	4	4	4	5	5
P11	4	3	5	5	4	5	4	5

