



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Doctorate Qualification							
Course Code		YET801		Course Level		Third Cycle (Doctorate Degree)			
ECTS Credit	22	Workload	550 ( <i>Hours</i> )	Theory	0	Practice	1	Laboratory	0
Objectives of the Course		The aim of the course is to enable students to have a depth of scientific research related to the main subjects and concepts in the field of the doctoral study and to prepare for the PhD Qualifying exam.							
Course Content		Measurement of dominance in the field, general working areas.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration, Discussion, Case Study, Project Based Study, Individual Study, Problem Solving					
Name of Lecturer(s)		Assoc. Prof. Aziz BOSTAN, Assoc. Prof. Beste DİNÇER, Assoc. Prof. Emre ERDAN, Assoc. Prof. Engin ÇAKIR, Assoc. Prof. Gülnur KARAKAŞ TANDOĞAN, Assoc. Prof. Gülşah SEZEN AKAR, Assoc. Prof. Hakan ATAY, Assoc. Prof. Mehmet Mustafa KARACA, Assoc. Prof. Müslime GÜNEŞ, Assoc. Prof. Yelda Özlem KÖLGEİLER, Lec. Aylin UĞURLU, Lec. Esin SAYIN, Lec. Hikmet MENGÜASLAN, Lec. Sercan YAVAN, Lec. Serdar ÜNAL, Lec. Taner BULUT, Prof. Abdullah ÖZDEMİR, Prof. Abdullah TANRISEVDİ, Prof. Elif ALADAĞ, Prof. Fatma ÇAKIR, Prof. Fatma Neval GENÇ, Prof. Feriştah SÖNMEZ, Prof. Hamza KAHRİMAN, Prof. Hatice Hale BOZKURT, Prof. Hüseyin ÇELİK, Prof. Kayhan DELİBAŞ, Prof. Kerim GÜNDOĞDU, Prof. Murat ŞENTUNA, Prof. Necmiye CÖMERTLER, Prof. Osman Nuri ÖZDOĞAN, Prof. Osman PEKER, Prof. Ruhi SARP KAYA, Prof. Yusuf KADERLİ							

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Quiz	1	40
Report	1	60

### Recommended or Required Reading

1	Basic Books on the field.
2	Research methods for oriented articles.
3	Books for the student's field of study.

Week	Weekly Detailed Course Contents	
1	Theoretical	Theoretical Proficiency in PhD
2	Theoretical	Theoretical Proficiency in PhD
3	Theoretical	Theoretical Proficiency in PhD
4	Theoretical	Theoretical Proficiency in PhD
5	Theoretical	Theoretical Proficiency in PhD
6	Theoretical	Theoretical Proficiency in PhD
7	Theoretical	Theoretical Proficiency in PhD
8	Theoretical	Theoretical Proficiency in PhD
9	Theoretical	Theoretical Proficiency in PhD
10	Theoretical	Theoretical Proficiency in PhD
11	Theoretical	Theoretical Proficiency in PhD
12	Theoretical	Theoretical Proficiency in PhD
13	Theoretical	Theoretical Proficiency in PhD
14	Theoretical	Theoretical Proficiency in PhD
15	Theoretical	Theoretical Proficiency in PhD

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	10	10	5	150
Assignment	10	20	5	250



Individual Work	10	10	5	150
Total Workload (Hours)				550
[Total Workload (Hours) / 25*] = ECTS				22
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	To have knowledge about the field.
2	Have knowledge about the basic concepts of the field.
3	To be able to analyze field-oriented topics and concepts.
4	To have the depth of scientific research.
5	To have experience about doctoral proficiency exam.

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

