



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title	Instructional Theories								
Course Code	EPÖ604	Course Level			Third Cycle (Doctorate Degree)				
ECTS Credit	5	Workload	120 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	At the end of this course; the student can use basic learning principles in regulating effective teaching, comprehend the basic teaching models and theories, use basic teaching models and strategies effectively, comprehend how to use instructional theories in their class and gain the ability to evaluate the advantages and limitations of various teaching models and strategies.								
Course Content	Basic concepts related to teaching topics, behavioral, cognitive, social and constructivist learning theory, instructional design theories and models. Planning learning and teaching process based on instructional theories and designs								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Individual Study, Problem Solving								
Name of Lecturer(s)	Prof. Ruken AKAR VURAL								

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	50
Attending Lectures	1	30

### Recommended or Required Reading

1	Merill, M.D., Tennyson, R.D., Posey, L.O. (1992) Instructional Design Theory. Educational Technology Publications. Englewood Cliffs, New Jersey
2	Reigeluth, C.M. (1983) Instructional Design: What Is It and Why Is It? Instructional Design Theories and Models. Ed: C.M.Reigeluth. Hillsdale, NJ: Lawrence Erlbaum Associates
3	Büyükalan Filiz, Sevil (Ed.2014). Teaching theories and approaches. PegemA Press.
4	Doğanay, Ahmet (ed.) (2007). Instructional Principles and Methods. PegemA Press
5	Duman, Bilal (2004). Learning-teaching theories and process based instruction. Anı Press.
6	Barton, David and Tusting, (2011). Learning theories and adult learning models. Translated by Ahmet Yıldız & Aylin Demirli. Dipnot Publications..

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to the course: General principles, importance of the course. Informing students about goal, content, process and evaluation. Explaining the role of student and instructor.
2	Theoretical	Basic concepts about teaching and learning: Teaching, training, instructional design, instructional design theories, learning and teaching theories, historical perspective
3	Theoretical	To understand teaching (Reigeluth and Keller) elements and basic concepts
4	Theoretical	Basic instructional models: model of school learning (Carroll), mastery learning model (Bloom), the basic teaching model (Glasser), effective teaching model (Slavin), teaching status model (Gagne)
5	Theoretical	The basic principles of instruction
6	Theoretical	Gagne's instructional model How to adapt the teaching-learning process? Sample lesson plan
7	Theoretical	Merrill's component display theory How to adapt the teaching-learning process? Sample lesson plan
8	Intermediate Exam	Midterm Exam
9	Theoretical	Reigeluth's elaboration theory of instruction How to adapt the teaching-learning process? Sample lesson plan
10	Theoretical	Landa's algo-heuristic theory How to adapt the teaching-learning process? Sample lesson plan
11	Theoretical	Instructional design for constructivist learning: Mayer and Jonassen
12	Theoretical	Instructional design for affective domain learning (Martin and Reigeluth)
13	Theoretical	Instructional design for psychomotor domain learning (Romiszowski)
14	Theoretical	In-depth discussion dysfunctioning and functioning aspects of instruction and production alternatives



15	Theoretical	Preparation and implementation of a teaching plan at the micro level
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**Workload Calculation**

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	3	42
Reading	14	4	0	56
Midterm Examination	1	10	1	11
Final Examination	1	10	1	11
Total Workload (Hours)				120
[Total Workload (Hours) / 25*] = ECTS				5

\*25 hour workload is accepted as 1 ECTS

**Learning Outcomes**

1	Explains the basic concepts related to teaching and learning
2	Categorizes the teaching/instructional models and theories
3	Explains with examples of similarities and differences among teaching models.
4	The student explains the similarities and differences of teaching models
5	Creates an instructional design based on a selected teaching model
6	Applies instructional design on a selected teaching model

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

