



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		New Approaches in Instruction							
Course Code		EPÖ641		Course Level		Third Cycle (Doctorate Degree)			
ECTS Credit	5	Workload	120 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		At the end of this course, students will be able to investigate differet applications on education, follow changes and developments in education within the frame of new approaches.							
Course Content		Teaching, Teaching principals and models, factors affecting teaching, the importance of communication skills on teaching and learning, learning styles and learning strategies, multiple intelligence theory and individual differences in teaching, active learning and teaching process, concepts and mind maps, constructivism, problem-based learning, brain based learning, standard based learning, performance based learning, competence based learning.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study					
Name of Lecturer(s)									

### Assessment Methods and Criteria

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

### Recommended or Required Reading

1	Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası.
2	Armstrong, T. (1994). Multiple Intelligences in the Classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
3	Block, J. H. (1971). Mastery Learning: Theory & Practice. N.Y. Holt, Rinehart, Wilson Inc.
4	Joyce, Bruce and Marsha Weil. (1992). Models of Teaching. Boston, MA: Allyn and Bacon.

Week	Weekly Detailed Course Contents	
1	Theoretical	Meeting, Identifying needs and restructuring the lesson plan
2	Theoretical	Communication and learning, body language
3	Theoretical	Teaching principals and Teaching Strategies, Factors affecting choice of methods
4	Theoretical	Learning Styles
5	Theoretical	Learning Strategies and Teaching of them
6	Theoretical	Multiple Intelligence Theory and Individual Differences in Teaching
7	Theoretical	Colloborative Learning
8	Intermediate Exam	Midterm Exam
9	Theoretical	Active Learning and Teaching Process
10	Theoretical	Analogies- Mind maps
11	Theoretical	Constructivism
12	Theoretical	Problem Based Learning
13	Theoretical	Brain Based Learning
14	Theoretical	Critical-Creative-Reflexive Thinking
15	Theoretical	Critical-Creative-Reflexive Thinking
16	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	Knowledge of concepts related to teaching
2	To comprehend basic principles of teaching processes
3	To comprehend teaching principles and methods
4	To apply modern teaching strategies, methods and techniques in teaching
5	Research new teaching methods.

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

