



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Curriculum Development Techniques In Science Education							
Course Code		İFB507		Couse Level		Second Cycle (Master's Degree)			
ECTS Credit	8	Workload	203 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		Development of curriculum development process skills and basic contexts of curriculum development							
Course Content		The basic concepts of curriculum development; historical, philosophical, and social bases of curriculum development, curriculum development approaches and models, need assesment and evaluation in education, planning curriculum development, the processes of curriculum design, applying the curriculum, continuing the curriculum, new approaches in curriculum development and the effects of new trends to the process, reviewing curriculum researches, to prepare and to evaluate a curriculum design sample.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), 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	Demirel, Ö. (2005). Eğitimde Program Geliştirme. Pegema Yayıncılık :Ankara
2	Erden, M. (1998). Eğitimde Program Değerlendirme. Ankara: Anı Yayıncılık
3	Worthen, B.R., Sanders, J. R. (2000). Educational Evaluation: Theory and Practice
4	Sönmez, V. (2004). Program Geliştirmede Öğretmen El Kitabı. Anı Yayıncılık: Ankara.

Week	Weekly Detailed Course Contents	
1	Theoretical	Meeting, introduction to the course
2	Theoretical	basic concepts in curriculum development
3	Theoretical	curriculum, teaching programme, closed programme
4	Theoretical	the history of curriculum development, philosophical, psychological and social foundations
5	Theoretical	curriculum design
6	Theoretical	basic elements of curriculum
7	Theoretical	curriculum development approaches and models
8	Intermediate Exam	Midterm
9	Theoretical	the comparison of countries' science education systems
10	Theoretical	preparing science education curriculum development study plan
11	Theoretical	needs analysis, the processes of program design
12	Theoretical	Taxonomies and writing objectives
13	Theoretical	organizing content, preparing educational statuses
14	Theoretical	developing testing statuses
15	Theoretical	piloting the curriculum
16	Final Exam	Term

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	3	84
Assignment	5	6	0	30
Project	1	10	0	10
Reading	12	4	0	48
Midterm Examination	1	10	3	13



Final Examination	1	15	3	18
Total Workload (Hours)				203
[Total Workload (Hours) / 25*] = ECTS				8
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	To be able to acquire the basic concepts of curriculum development.
2	To be able to acquire curriculum development approaches and models.
3	To be able to develop a curriculum and test its effectiveness
4	To be able to explain the relationship between curriculum development and the other sciences
5	To be able to explain the relation among curriculum components

### Programme Outcomes (Science Education Master)

1	To be able to have an expert theoretical knowledge within the field of science education.
2	To be able to transfer expert knowledge gained in science education into various instructional environment.
3	To be able to integrate science education knowledge with the other disciplines and product functional knowledge
4	To be able to use information and communication technologies efficiently in conceptual learning
5	To be able to find scientific solutions to the problems in the field of science education
6	To be able to evaluate the knowledge critically in the field
7	To be able to participate in team projects in the science education field
8	To be able to adopt lifelong learning strategies to his/her studies
9	To be able to use at least one foreign language efficiently in oral and verbal communication
10	To be able to share national and international data in the field of science education
11	To be able to comprehend and evaluate science-technology-society and environment interactions
12	To be able to comprehends science under the ethical values and take account of ethical considerations
13	To be able to use scientific information in the other domains that is gained in the masters field and have the transfer skills
14	To be able to follow the current development in the science education field
15	To be able to develop strategical plans and evaluate them in the context of quality processes

### 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	4	4			
P2			5	5	5
P3			4	5	5
P5			4	5	5
P15			3	5	5

