



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Theory in Educational Administration							
Course Code		EYT501		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	126 (<i>Hours</i>)	Theory	4	Practice	0	Laboratory	0
Objectives of the Course		At the end of the course the students may analyse the educational system and school administration within the frame of organizational theories and managerial processes, assess the problems that may be faced during application, with an integrated approach and produce appropriate solutions							
Course Content		A general view of educational system and schools, The basic conceptions about the field of educational management., New values and paradigms about education, The premises about the human nature, Classical and Contemporary Administration Theories,School Effectiveness and Chande Management., School Leadership, Administrational processes, School as a Social System (internal and external characteristics of school), Power Sources and Policies In Schools, Organizational Culture and climate., Organizational Conflict, The Organizational and Managerial Problems that are present in Turkish Educational System., Motivation and Satisfaction							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Discussion, Case Study, Individual Study, Problem Solving					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	3
Final Examination	1	3
Attending Lectures	14	47
Assignment	14	47

Recommended or Required Reading

1	1. Aydın, M. (2000). Eğitim yönetimi (6. Baskı). Ankara: Hatipoğlu Yayınları.
2	Elma, C., Demir, K. (2000). Yönetimde çağdaş yaklaşımlar. Ankara: Anı Yayıncılık
3	Bruce, A. (2002). How to motivate every employee. Mc Graw Hill Trade
4	Şişman, M. (2002). Öğretim liderliği. Ankara: Pegem Yayıncılık.
5	Özden, Y (2002) Eğitimde yeni değerler, Ankara: Pegem Yayıncılık
6	Bush, T. (2003). Theories of educational management. Sage Publications Ltd. 11-
7	Celep, C. (2004). Dönüşümsel liderlik. Ankara: Anı Yayıncılık.
8	Martin, C., Southworth, G. (2004). Developing leadership: Creating the schools of tomorrow. Mc-Graw Hill Education
9	Owens, R. G. (2004). Organizational behavior in education (Eighth Edition). Boston, USA.
10	Strike, Kenneth, A. Haller, E., Soltis, Jonas (2005). The Ethics of School Administration. Teachers College Press.
11	Adair, J. (2006). Leadership and motivation. Kogan Page Limited.
12	Kaplan, R. S., Norton, D. P. (2006). Strateji haritaları. İstanbul: Alfa Basım Yayımlar Dağıtım Ltd. Şti.
13	Haydon, G. (2007). Values for educational leadership. Sage Publications. Stronge, J. H. (2007). Qualities of effective teachers. (Second Edition). Association for Supervision & Curriculum Development.
14	Hoy, W. K. & Miskel, C. G., (2008). Educational administration: Theory, research, and practice [8th edition]. New York: McGraw-Hill.
15	Memduhoğlu, H. B. (2008). Farklılıkları yönetme. Ankara: Pegem Akademi Yayıncılık
16	Şişman, M.; Taşdemir, İ. (2008). Türk eğitim sistemi ve okul yönetimi. Ankara: Pegem Akademi Yayıncılık

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction of the course: Content, reason, Significance, forming the expectations, Explanation of the process and assessment criteria, A general overview of the educational system and schools
2	Theoretical	Basic conceptions about education and administration, the interaction between individual and the organization, the nature of organizations, formal-informal organizations
	Preparation Work	Aydın, M. (2000). Eğitim yönetimi (6. Baskı). Ankara: Hatipoğlu Yayınları. Elma, C., Demir, K. (2000). Yönetimde çağdaş yaklaşımlar. Ankara: Anı Yayıncılık Bush, T. (2003). Theories of educational management. Sage Publications Ltd. 11- Hoy, W. K. & Miskel, C. G., (2008). Educational administration: Theory, research, and practice [8th edition]. New York: McGraw-Hill.



3	Theoretical	The premises about human nature
4	Theoretical	Managerial theories: classical and contemporary theories
	Preparation Work	Aydın, M. (2000). Eğitim yönetimi (6. Baskı). Ankara: Hatipoğlu Yayınları. Hoy, W. K. & Miskel, C. G., (2008). Educational administration: Theory, research, and practice [8th edition]. New York: McGraw-Hill.
5	Theoretical	School effectiveness and change management
6	Theoretical	School leadership
	Preparation Work	Bruce, A. (2002). How to motivate every employee. Mc Graw Hill Trade Şişman, M. (2002). Öğretim liderliği. Ankara: Pegem Yayıncılık. Celep, C. (2004). Dönüşümsel liderlik. Ankara: Anı Yayıncılık. Martin, C., Southworth, G. (2004). Developing leadership: Creating the schools of tomorrow. Mc-Graw Hill Education
7	Theoretical	Management Processes
8	Intermediate Exam	Midterm Exam
9	Theoretical	School as a social system (the internal and external constituents of school)
	Preparation Work	Hoy, W. K. & Miskel, C. G., (2008). Educational administration: Theory, research, and practice [8th edition]. New York: McGraw-Hill.
10	Theoretical	Power sources and policies at schools
11	Theoretical	Organizational culture and climate
	Preparation Work	Hoy, W. K. & Miskel, C. G., (2008). Educational administration: Theory, research, and practice [8th edition]. New York: McGraw-Hill. Aydın, M. (2000). Eğitim yönetimi (6. Baskı). Ankara: Hatipoğlu Yayınları. Elma, C., Demir, K. (2000). Yönetimde çağdaş yaklaşımlar. Ankara: Anı Yayıncılık
12	Theoretical	Organizational conflict
13	Theoretical	The organizational and managerial problems in Turkish educational system
	Preparation Work	Literature Review
14	Theoretical	Motivation and satisfaction theories
15	Theoretical	Motivation and satisfaction theories
	Preparation Work	Martin, C., Southworth, G. (2004). Developing leadership: Creating the schools of tomorrow. Mc-Graw Hill Education Bruce, A. (2002). How to motivate every employee. Mc Graw Hill Trade
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	5	3	112
Midterm Examination	1	4	3	7
Final Examination	1	4	3	7
Total Workload (Hours)				126
[Total Workload (Hours) / 25*] = ECTS				5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	To be able to explain the place and function of the educational administration in between general administration and other disciplines.
2	To be able to compare the underlying conceptions in the field of educational administration
3	To be able to explain the basic characteristics of the educational system and schools, to be able to assess the functions of the internal constituents of school.
4	To be able to assess the points of view related to the human nature in organizations, in order to interpret the management approaches,
5	To be able to interpret the classical and contemporary administration theories in terms of organizational operations

Programme Outcomes (Educational Administration Supervision Planning And Economics Master)

1	To be able to deepen the collected knowledge related to education toward basic theories and applications of EASPE and evaluate the relationships between the theories and applications related to educational administration and supervision.
2	To be able to comprehend the relationships between EASPE and psychology, sociology, philosophy, management, economy, political sciences and other related disciplines and to carry out interdisciplinary studies by using gained knowledge and abilities related to EASPE.



3	To be able to apply the knowledge obtained to different level educational organizations in order to be developed and be managed effectively.
4	To be able to identify the problems of educational administration and supervision by using the knowledge obtained in EASPE and to develop new point of views by using the knowledge obtained from related disciplines
5	To be able to propose solutions to the problems of educational system by using qualitative and quantitative research methods and by mounting the problems of EASPE in the problem-solving framework.
6	To be able to develop necessary skills of using statistical softwares in order to carry out a scientific research and to use knowledge and communication technologies necessary for sharing knowledge and data.
7	To be able to develop solution models toward the problems of EASPE by using related theories and approaches and to apply these solution models to the total system.
8	To be able to gain the knowledge necessary for carrying out independent studies in EASPE and to apply teamwork skills in order to reach effective results in interdisciplinary studies
9	To be able to evaluate assumptions, opinions and theories related to the field of EASPE by sceptical, logical, analitical, independent and cretical point of view.
10	To be able to internalize the principles of professional development and lifelong learning which are considered necessary for the field of EASPE.
11	To be able to transfer the recent developments in the field of EASPE and his/her quality scientific studies to the people, institutions and organizations in and out of the field by written, non-written and visual systematically
12	To be able to follow the recent international studies in the field ,to participate in international social and scientific teamworks and to have language skills and competence for sharing and demonstrating his / her studies.
13	To be able to interpret the strategies, politics and plans developed for educational system in the way of theories and principles of educational administration and supervision and to evaluate the obtained results in the framework of national and international indicators.
14	To be able to carry out research processes within the framework of EASPE by applying the social, scientific and ethical values.
15	To be able to develop new point of views by analyzing the reflections of international educational policies on national educational policies.
16	To To be able to develop leadership skills in order to move the human resources toward organizational goals and the visions of educational instutitions.
17	To be able to evaluate the social,cultural and scientific educational developments in accordance with national policies and sources.
18	To be able to apply the strategies and processes designed in relation with change management at schools by analyzing the nature of internal and external forces leading towards change at schools within the framework of school and environment relations.

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	5	5
P2	5	5	5	5	5
P3	4	4	4	4	5
P4	4	4	4	4	5
P7	5	5	5	5	5
P9	5	5	5	5	5
P10	4	4	4	4	4
P13	4	4	4	4	4

