



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Educational Supervision and Practice							
Course Code		EYT502		Couse Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	128 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		At the end of this lesson students will be able to analyze the inspection system in the inspection principles, theories frame, evaluate the problems in the practice and will be able to develop suggestions for increasing the institutional effectiveness.							
Course Content		The legal, historical-philosophical, communal basics of educational inspection. Theories, principles, techniques of educational inspection. The managerial and organizational structure of inspection institutions in Turkish educational system. Types of inspection and dimensions of institution, class and lesson inspection. National and international educational inspector training practices. Roles and responsibilities of educational inspectors. Educational inspection's interaction with the concepts such as educational programmes, school climate, culture, change management, New approaches in educational inspection (performance evaluation, performance based awarding, teacher-carrier system). Inspectional problems of Turkish educational system.							
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	20
Final Examination	1	60
Assignment	1	20

Recommended or Required Reading

1	Aydın, M. (2002) Çağdaş eğitim denetimi. Ankara: Hatipoğlu Publishing.
2	Demirtaş, H; Güneş, H. (2002) Eğitim yönetimi ve denetimi sözlüğü. Ankara: Anı Publishing.
3	Garubo, R. ; Rothstein, S.,W. (1997) Supportive supervision in schools. Westport:Greenwood Press.
4	MacBeath (2007) School Inspection and Self Evaluation. Taylor & Francis.
5	Sergiovanni, T.& Starrat, R. (2002) Supervision, a redefinition. NewYork:McGraw Hill Higher Education
6	Taymaz, H. (1997) Eğitim sisteminde teftiş. Ankara. Pegema Publishing.
7	Willerman, M; McNeely, Sh.& Koffman, E.,C. (1991) Teachers helping teachers, peer observation and assistance. New York: Praeger Publishers
8	Aydın, İ. (2013). Öğretimde Denetim Durum Saptama - Değerlendirme ve Geliştirme. Ankara: Pegem A Publishing

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction of the lesson, its evaluation, requirements
	Preparation Work	Meeting
2	Theoretical	Some concepts related to education and inspection and interaction with the other disciplines: sociological, psychological, historical, economical and forensic dimensions
	Preparation Work	Aydın, M. (2002) Çağdaş eğitim denetimi. Ankara: Hatipoğlu Publishing. (p.20-50).
3	Theoretical	Some concepts related to education and inspection and interaction with the other disciplines: sociological, psychological, historical, economical and forensic dimensions
	Preparation Work	Aydın, M. (2002) Çağdaş eğitim denetimi. Ankara: Hatipoğlu Publishing. (p.40-60).
4	Theoretical	Educational inspection theories, principles and techniques
	Preparation Work	Taymaz, H. (1997) Eğitim sisteminde teftiş. Ankara. Pegema Publishing. (p.36-53).
5	Theoretical	Types of supervision, dimensions of institution, class, lesson supervision.
	Preparation Work	Taymaz, H. (1997) Eğitim sisteminde teftiş. Ankara. Pegema Publishing. (p.53-70).
6	Theoretical	Types of supervision,dimensions of institution, class, lesson supervision.
	Preparation Work	Taymaz, H. (1997) Eğitim sisteminde teftiş. Ankara. Pegema Publishing. (p.53-70).
7	Theoretical	Educational inspector training practices
	Preparation Work	Aydın, İ. (2013). Öğretimde Denetim Durum Saptama - Değerlendirme ve Geliştirme. Ankara: Pegem A Publishing. (p. 83-105).



8	Theoretical	The roles and responsibilities of educational inspectors.
	Preparation Work	Searching sources, analyzing articles, interview
9	Intermediate Exam	Mid Term Exam
10	Theoretical	Educational inspection's interaction with the concepts such as educational programmes, school climate, culture, change management
	Preparation Work	Researching scientific texts and regulations, searching articles
11	Theoretical	Educational inspection's interaction with the concepts such as educational programmes, school climate, culture, change management
	Preparation Work	Researching scientific texts and regulations, searching articles
12	Theoretical	Performance inspection, career system
	Preparation Work	Researching scientific texts and regulations, searching articles
13	Theoretical	EU and developments in educational inspection
	Preparation Work	Researching scientific texts and regulations, searching articles
14	Theoretical	Organizational and managerial problems in educational inspection system
	Preparation Work	Researching scientific texts and regulations, searching articles
15	Theoretical	Thesis on inspection
	Preparation Work	Researching scientific texts and regulations, searching articles
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	5	3	112
Midterm Examination	1	5	3	8
Final Examination	1	5	3	8
Total Workload (Hours)				128
[Total Workload (Hours) / 25*] = ECTS				5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	To be able to comprehend the legal, historical, philosophical, communal principles.
2	To be able to explain the theories, principles and techniques in educational inspection field.
3	To be able to interpret the organizational and managerial structuring of inspection institutions in Turkish Education system.
4	To be able to comprehend the types of inspection, dimensions of institution, class and lesson inspections
5	To be able to compare the national and international educational inspector training practices

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 institutions.
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	3	4	1
P2	5	4			
P3	1	1	5	3	
P4	1	2	2	5	
P6		2			
P7	2	3		3	
P8		2			
P9	3	2			
P12					4
P13		3	2		4
P14	5				
P15	1				5
P17	2				3
P18			4	4	

