



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		School Environment Relationships							
Course Code		EYT508		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	125 (<i>Hours</i>)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		The purpose of this course to provide the necessary knowledge, skills and attitudes that will enable the learners to know the roles and the responsibilities of the eeducational institutions, to perceive the school within the system theory and to develop the required relations that will increase the school effectiveness with the all stakeholders.							
Course Content		Administration theories, Social foundations of the education, Philosophies and approaches about the functions of the education, Stakeholders of the educational organizations, Activities aiming at the development of school and environment interactions, Enviromental leadership roles of the educational leaders							
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 (%)
Final Examination	1	100

Recommended or Required Reading

1	Yiğit, B. Bayrakdar, M (2006) . Okul çevre ilişkileri, Ankara: Pegem Yayıncılık
2	Can, Y. (2008) Demokratik değerlerin benimsenmesinde sosyal çevre faktörü. Ege Üniversitesi Sosyoloji Dergisi, Sayı 18.

Week	Weekly Detailed Course Contents	
1	Theoretical	Constructing the course
2	Theoretical	Administrational theories
3	Theoretical	Changing role of schools
4	Theoretical	Effect of the environment to schools
5	Theoretical	School parents cooperation
6	Theoretical	Contributions of environment to school culture development
7	Theoretical	Environment's effect on increasing school success
8	Intermediate Exam	MIDTERM EXAM
9	Theoretical	Legal aspects of school-environment relations
10	Theoretical	Institutions and organizations that make up the near and far environment of schools
11	Theoretical	Activities on integrating schools and environment
12	Theoretical	Activities on integrating schools and environment
13	Theoretical	Environmental leadership dimension of school leaders
14	Theoretical	Environmental leadership
15	Final Exam	FINAL EXAM

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	1	10	2	12
Assignment	1	5	8	13
Seminar	1	5	4	9
Reading	13	4	3	91
Total Workload (Hours)				125
[Total Workload (Hours) / 25*] = ECTS				5
*25 hour workload is accepted as 1 ECTS				



Learning Outcomes

1	Understanding the effect of the school environment for its development
2	Knowing all the organizations and institutions that form the school environment.
3	Being willingness about providing the school and environment relations
4	To be able to comprehend the effects of environment on school
5	To be able to develop strategies about school-environment communication

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
P1	3	4	3
P2	3	4	3
P3	3	4	3
P4	3	4	3
P5	3	4	3
P6	3	4	3
P7	3	4	3
P8	3	4	3
P9	3	4	3
P10	3	4	3
P11	3	4	3



P12	3	4	3
P13	3	4	3
P14	3	4	3
P15	3	4	3
P16	3	4	3
P17	3	4	3
P18	3	4	3

