



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Educational and Cultural Policies in Republic Period							
Course Code		EYT513		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	126 (<i>Hours</i>)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		At the end of the course students will be able to analyze education and culture policies in republic period and evaluate the development of education and culture							
Course Content		Republic period language, religion, science, education, art policies and their reflections on society							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Discussion, Individual Study, Problem Solving					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	60
Attending Lectures	14	10

Recommended or Required Reading

1	Turan, Ş. (2010) Türk kültür tarihi. İstanbul: Bilgi Yayınevi
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Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction: Scope, Rationale and Importance
2	Theoretical	Culture, Development of Culture
	Preparation Work	Turan, Ş. (2010) Türk kültür tarihi. İstanbul: Bilgi Yayınevi
3	Theoretical	Culture, Development of Culture
	Preparation Work	Literature Review
4	Theoretical	Language Policies
	Preparation Work	Turan, Ş. (2010) Türk kültür tarihi. İstanbul: Bilgi Yayınevi
5	Theoretical	Language Policies
6	Theoretical	Religion Policies
	Preparation Work	Turan, Ş. (2010) Türk kültür tarihi. İstanbul: Bilgi Yayınevi
7	Theoretical	Religion Policies
8	Intermediate Exam	Midterm Exam
9	Theoretical	Science Policies
	Preparation Work	Turan, Ş. (2010) Türk kültür tarihi. İstanbul: Bilgi Yayınevi
10	Theoretical	Art Policies
	Preparation Work	Turan, Ş. (2010) Türk kültür tarihi. İstanbul: Bilgi Yayınevi
11	Theoretical	Art Policies
12	Theoretical	Education Policies
	Preparation Work	Turan, Ş. (2010) Türk kültür tarihi. İstanbul: Bilgi Yayınevi
13	Theoretical	Education Policies
14	Theoretical	Evaluation of Culture and Education Policies in Republic Period
15	Theoretical	Evaluation of Culture and Education Policies in Republic Period
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 analyze culture policies in republic period
2	To be able to analyze language and religion policies in republic period
3	To be able to analyze science policies in republic period
4	To be able to analyze art policies in republic period
5	To be able to analyze education policies in republic period

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
P2	4	4	4	4	4
P9	4	4	4	4	4
P10	3	3	3	3	3
P17	5	5	5	5	5

