



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Economics of Education and Planning							
Course Code		EYT504		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	128 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		At the end of this course, students in the frame of planning principles and theories, will be able to analyze the education system, apply the financial models to educational organizations, evaluate the problems of planning and educational economy fields with holistic approach and develop solution models and suggestions to increase organizational effectiveness							
Course Content		In this course, economy, educational economy, education and economical development, investment and consumption characteristics of education, finance of educational services, theoretical bases of planning, developmental planning, educational planning, Developmental plans in Turkey and other countries.							
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	Adem, M. Eğitim Planlaması. Ankara: Pegem Academia.
2	Carlson , R., V.& Awkerman, G. (1990) Educational planning: concepts, strategies, and practices . Longman Group United Kingdom.
3	Çağlar, M. & Reis, O. Çağdaş ve küresel eğitim planlaması. Ankara: Pegem Academia.
4	Education finance for school leaders: strategic planning and administration. Prentice Hall.
5	Herman, J. (2002) Educational planning: strategic, tactical, and operational. Scarecrow Education .
6	Kaufman, R. (1994) Mapping educational success: strategic thinking and planning for school administrators (successful schools). Corwin Press.
7	Kurul, N.(2002) Eğitim finansmanı. Ankara: Anı publishing.
8	Levent, E. (2005) Türkiye'de insan kaynaklarının geliştirilmesi ve eğitim planlaması. Pegem Academia
9	Karakütük, K. (2012). Eğitim planlaması. Ankara: Elhan Publishing and Distribution
10	Pekin, T. (2006). Ekonomiye giriş. İzmir: Zeus Publishing

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction of the lesson: Context, Importance, Requirements , its evaluation, requirements. A glance to educational institutions for educational planning and economics
	Preparation Work	Meeting
2	Theoretical	Educational planning principles and approaches
	Preparation Work	Adem, M. Eğitim Planlaması. Ankara: Pegem Academia. (p. 36-54).
3	Theoretical	Educational planning strategies
	Preparation Work	Karakütük, K. (2012). Eğitim planlaması. Ankara: Elhan Publishing and Distribution. (p. 17-36).
4	Theoretical	Educational politics, development plans
	Preparation Work	Karakütük, K. (2012). Eğitim planlaması. Ankara: Elhan Publishing and Distribution. (p. 37-80).
5	Theoretical	Educational politics, development plans
	Preparation Work	Researching scientific texts and regulations, searching articles, sharing practice samples
6	Theoretical	Managerial and organizational structuring in Turkish educational system planning institutions. Planning of managerial and educational works in schools
	Preparation Work	Çağlar, M. & Reis, O. Çağdaş ve küresel eğitim planlaması. Ankara: Pegem Academia. (p. 101-120).
7	Theoretical	Managerial and organizational structuring in Turkish educational system planning institutions. Searching sources, analyzing articles, interview



7	Preparation Work	Çağlar, M. & Reis, O. Çağdaş ve küresel eğitim planlaması. Ankara: Pegem Academia. (p. 101-120).
8	Intermediate Exam	Mid Term Exam
9	Theoretical	Planning problems and their reflection to educational institutions.
	Preparation Work	Searching sources, analyzing articles, interview
10	Theoretical	Basic economical concepts
	Preparation Work	Pekin, T. (2006). Ekonomiye giriş. İzmir: Zeus Publishing. (p. 17-46).
11	Preparation Work	Searching sources, analyzing articles, interview
12	Preparation Work	Karakütük, K. (2012). Eğitim planlaması. Ankara: Elhan Publishing and Distribution. (p. 305-371).
13	Theoretical	Financial models
	Preparation Work	Searching sources, analyzing articles, interview
14	Theoretical	Financial models
15	Theoretical	School budget and its management
	Preparation Work	Document analysis, analyzing articles, interview
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 meanings of educational planning, principles, approaches and strategies
2	To be able to apply the planning process and strategies to educational organizations
3	To be able to comprehend basic economy terms.
4	To be able to exemplify the relationships between organizational effectiveness and planning applications
5	To be able to comprehend the place and importance of planning in educational politics.

### 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	2	5	5	4	5
P2	4		5	4	3
P3		5		2	3
P4	2	2		1	1
P7		3		2	
P8	3				
P9				1	
P13		3			5
P15				2	
P18		4		3	1

