



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Adult Education							
Course Code		EYT509		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		Basic concepts of adult education, adult education methods, tools used in adult education practices, and key issues, Turkey. Adult education as a token role.							
Course Content		Basic concepts of adult education, adult education principles, methods and techniques of adult education programs, adult and characteristics, adult education activities and key issues in Turkey.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	50
Term Assignment	1	20

Recommended or Required Reading

1	Güneş, F. (1996).Yetişkin Eğitimi (Halk Eğitimi). Ankara: Ocak Yayınları.
2	Bülbül, S. (1991). Halk Eğitimine Giriş, Yetişkin Eğitimi, Türkiye'de Halk Eğitimi, Toplum Kalkınması (Ed.: H. Seçim). Eskişehir: Anadolu Ü. AÖF Yayınları.
3	Kurt, İ. (2000).Yetişkin eğitimi. Ankara : Nobel Yayın Dağıtım

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic concepts of adult education
2	Theoretical	adult education principles
3	Theoretical	methods and techniques of adult education programs
4	Theoretical	methods and techniques of adult education programs
5	Theoretical	adult and characteristics, adult education activities and key issues in Turkey.
6	Theoretical	adult and characteristics, adult education activities and key issues in Turkey.
7	Theoretical	adult and characteristics, adult education activities and key issues in Turkey.
8	Theoretical	adult and characteristics, adult education activities and key issues in Turkey.
9	Intermediate Exam	MIDTERM EXAM
10	Theoretical	Mission Robinson Programme
11	Theoretical	Mission Robinson Programme
12	Theoretical	Mission Robinson Programme
13	Theoretical	Mission Robinson Programme
14	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	Describes the basic concepts related to adult education.
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2	Questions the historical development of adult education.
3	Combines the methods and techniques used in adult education
4	Compares The samples of adult education practice.
5	Develops solutions for determination of the needs of the community.

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	4	4	4	3	4
P2	4	4	4	3	4
P3	4	4	4	3	4
P4	4	4	4	3	4
P5	4	4	4	3	4
P6	4	4	4	3	4
P7	4	4	4	3	4
P8	4	4	4	3	4
P9	4	4	4	3	4
P10	4	4	4	3	4
P11	4	4	4	3	4
P12	4	4	4	3	4
P13	4	4	4	3	4



P14	4	4	4	3	4
P15	4	4	4	3	4
P16	4	4	4	3	4
P17	4	4	4	3	4
P18	4	4	4	3	4

