



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|--|----------------------|--|---|--------------------------------|---|------------|---|
| Course Title | | New Approaches in Teacher Training | | | | | | | |
| Course Code | | EYT525 | | Couse Level | | Second Cycle (Master's Degree) | | | |
| ECTS Credit | 5 | Workload | 128 (<i>Hours</i>) | Theory | 3 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | The purpose of this course to teach update approaches to teacher training and to provide wide pedagogical perspective to students. | | | | | | | |
| Course Content | | Update approaches to teacher training, basic problems of education, education and quality relation, importance of inservice education. | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Discussion, Case Study | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|---------------------|----------|----------------|
| Midterm Examination | 1 | 40 |
| Final Examination | 1 | 60 |

Recommended or Required Reading

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| 1 | Okçabol, F. (2005). Öğretmen Yetiştirme Sistemimiz. Ankara: Ütopya Yayınevi |
| 2 | Yüksel, S. (2010). Türk Üniversitelerinde Eğitim Fakülteleri ve Öğretmen Yetiştirme. Ankara: Pegem Akademi |
| 3 | Baysal, Z., Ada, S. (2013). Pedagojik - Androgojik Formasyon ve Türkiye'de Öğretmen Yetiştirme. Ankara: Pegem Akademi |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|---|
| 1 | Theoretical | First Meeting |
| 2 | Theoretical | Education systems, teacher training policies and practices |
| 3 | Theoretical | Education systems, teacher training policies and practices |
| 4 | Theoretical | Developing world and teacher qualification and standards |
| 5 | Theoretical | Developing world and teacher qualification and standards |
| 6 | Theoretical | Teachers pre-service education |
| 7 | Theoretical | Teachers pre-service education |
| 8 | Intermediate Exam | Mid Term Exam |
| 9 | Theoretical | Change in education programs and in-service education |
| 10 | Theoretical | Change in education programs and in-service education |
| 11 | Theoretical | Problems of teacher carrier development and new approaches |
| 12 | Theoretical | Problems of teacher carrier development and new approaches |
| 13 | Theoretical | The role of research in teacher training |
| 14 | Theoretical | Developmental processes of teacher and teacher training organizations |
| 15 | Theoretical | Teachers academic development |
| 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

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|---|---|
| 1 | To be able to comprehend new approaches in teacher training |
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|---|---|
| 2 | To be able to analyse teacher training systems of different countries |
| 3 | To be able to gain necessary teacher qualifications for today's world |
| 4 | To be able to define teacher competencies |
| 5 | To be able to analyze teacher training problems |

Programme Outcomes (Educational Administration Supervision Planning And Economics Master)

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|----|---|
| 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, analytical, independent and critical 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 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 | | |
| P2 | 4 | | 4 |
| P3 | 4 | | |
| P13 | | 4 | |
| P18 | | | 3 |

