AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	History of Turkish Education							
Course Code	EYT531			Couse Level	Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	125 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	The aim of this study is giving information to teacher candidates about features of education in Turkish history, important developments, the Turkish education system and teacher training.							
Course Content	Education in periods of Turkey's history, the characteristics of education in the Ottomans, in the Republic, important people and left their mark on education and important works							
Work Placement	N/A							
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Problem Solving							
Name of Lecturer(s)								

Assessment Methods and Criteria

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

Recommended or Required Reading

1	Akyüz, Y. (1978). Türkiye'deki Öğretmenlerin Toplumsal Değişmedeki Etkileri. Ankara.
2	Binbaşıoğlu, C. (1995). Türkiye'de Eğitim Bilimleri Tarihi. İstanbul: Milli Eğitim Bakanlığı Yayınları. No: 2795.
3	Duman, T. (1991). Türkiye'de Orta Öğretimde Öğretmen Yetiştirme "Tarihi Gelişim". İstanbul: MEB Yayınları No: 2322.

Week	Weekly Detailed Course Contents	
1	Theoretical	Turkish educational history before Islam
2	Theoretical	Turkish educational history after Islam
3	Theoretical	Education in Seljuks, important people and works
4	Theoretical	History of the Turkish education in the Ottoman Empire until the reform movement, important people and works
5	Theoretical	Education in reform movement
6	Theoretical	Education in the First Constitutional Era
7	Theoretical	Educaiton in absolutism
8	Intermediate Exam	Midterm Exam
9	Theoretical	Education in the Second Constitutional Era
10	Theoretical	Education in the Independence War period
11	Theoretical	Unification Law
12	Theoretical	Features of the education in Republican era

13	Theoretical	Village institutes and teacher schools
14	Theoretical	Features of the education in Republican era
15	Theoretical	General assessment of history of the Turkish education

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	4	3	98
Midterm Examination	1	11	2	13
Final Examination	1	12	2	14
			Total Workload (Hours)	125
		[Total Workload (Hours) / 25*] = **ECTS**		5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	To be able to understand basics of education systems of Turkey and the world
2	To be able to understand the historical and legal foundations of the history of Turkish education
3	To be able to understand the structure of the Turkish educational system
4	To have information about the subsystems of Turkish educational system
5	To be able to identify and analyze alternative solutions to the problems of education

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
P1	5	3	3	3	3
P2	5	3	3	3	3
P3	5	3	3	3	3
P4	5	3	3	3	3
P5	5	3	3	3	3
P6	5	3	3	3	3
P7	5	3	3	3	3
P8	5	3	3	3	3
P9	5	3	3	3	3
P10	5	3	3	3	3
P11	5	3	3	3	3
P12		3	3	3	3
P13	5	3	3	3	3
P14	5	3	3	3	3
P15	5	3	3	3	3
P16	5	3	3	3	3
P17	5	3	3	3	3
P18	5	3	3		3