AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title		Teacher Qualifications						
Course Code		EYT535		Couse Level		Second Cycle (Master's Degree)		
ECTS Credit	5	Workload	128 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		At the end of this course students will be able to evaluate historical background, Professional competence, concepts, world knowledge competence which are related to teachership.						
Course Content		Teachership as a job, the concept of teacher, teacher competences, dimensions and development of teacher competences in Turkey, its situation and problems, criterias to be a teacher in Turkey						
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	5
Assignment	14	5

Recommended or Required Reading

1	Akyüz, Y. (2005). Türk Eğitim Tarihi. (9. baskı) Pegema Yayıncılık: Ankara
2	Akyüz, Y. (1978). Türkiye'deki Öğretmenlerin Toplumsal Değişmedeki Etkileri. Ankara: 1978.
3	Berkes, N. (2002) Türkiye'de Çağdaşlaşma. İstanbul: Yapı Kredi Yayınları
4	Bilhan, Saffet. (1991). Eğitim Felsefesi. Kavram Çözümlemesi. I. Cilt. I. Kısım. Ankara: A.Ü. Eğitim Bilimleri Fakültesi Yayınları, No: 164.
5	Binbaşıoğlu, C. (1995). Türkiye'de Eğitim Bilimleri Tarihi. İstanbul: Milli Eğitim Bakanlığı Yayınları. No: 2795
6	Çelik, F. (2000) Sınıf Öğretmenliği Yeni Öğretim Programının Değerlendirilmesi, IV. Ulusal Sınıf Öğretmenliği Sempozyumu 15 - 16 Ekim 1998 Pamukkale Üniversitesi-Denizli, PAÜ Eğitim Fakültesi Dergisi 2000, Sayı:8, Özel Sayı
7	Demirel, Özcan. (2005). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Sekizinci Baskı. Ankara: Pegema Yayınları
8	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegema Yayınları.
9	Dewey, J. (1939) Türkiye Maarifi Hakkında Rapor. İstanbul.

Week	Weekly Detailed Course Contents	
1	Theoretical	Meeting and Restructuring the Lesson Plan
2	Theoretical	Concept of Teachership
3	Theoretical	Teacher Qualifications
	Preparation Work	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegema Yayınları.
4	Theoretical	Historical Background of Teachership as a Job
	Preparation Work	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegema Yayınları. Akyüz, Y. (1978). Türkiye'deki Öğretmenlerin Toplumsal Değişmedeki Etkileri. Ankara: 1978.
5	Theoretical	Philosophical Basis of Teachership as a Job
6	Theoretical	The Concept of Teacher Competences and Dimensions of Teacher Competences
	Preparation Work	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegema Yayınları. Akyüz, Y. (1978). Türkiye'deki Öğretmenlerin Toplumsal Değişmedeki Etkileri. Ankara: 1978.
7	Theoretical	Teacher Competences: Content Knowledge
8	Intermediate Exam	Midterm Exam
9	Theoretical	Teacher Competences: Professional Teaching Knowledge
	Preparation Work	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegema Yayınları.
10	Theoretical	Teacher Competences: World Knowledge

10	Preparation Work	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegema Yayınları.
11	Theoretical	Developments on Teacher competences in Turkey and the Current Situation
	Preparation Work	Binbaşıoğlu, C. (1995). Türkiye'de Eğitim Bilimleri Tarihi. İstanbul: Milli Eğitim Bakanlığı Yayınları. No: 2795
12	Theoretical	Developments on Teacher competences in Turkey and the Current Situation
	Preparation Work	Literature Review
13	Theoretical	Criteria to be a Teacher in Turkey and KPSS
14	Theoretical	Inservice Training
	Preparation Work	Literature Review
15	Theoretical	Inservice Training
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 teacher competences
2	To be able to aware of what should be the competences of a teacher
3	To be able to explain historical development of teacher competences in Turkey
4	To be able to explain philosophical development of teacher competences in Turkey
5	To be able to explain the situation of teacher competences with its reasons in Turkey

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	3	3	3	3	3
P10	3	3	3	3	3
P17	3	3	3	3	3
P18	3	3	3	3	3