



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|--|----------------------|---|---|--------------------------------|---|------------|---|
| Course Title | | Contemporary Approaches in Education | | | | | | | |
| Course Code | | EYT536 | | Couse Level | | Second Cycle (Master's Degree) | | | |
| ECTS Credit | 5 | Workload | 126 (<i>Hours</i>) | Theory | 3 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | At the end of this course students will be able to investigate differet applications on education, follow changes and developments in education within the frame of new approaches. | | | | | | | |
| Course Content | | Teaching, Teaching principals and models, factors affecting teaching, the importance of communication skills on teaching and learning, learning styles and learning strategies, multiple intelligence theory and individual differences in teaching, active learning and teaching process, concepts and mind maps, constructivism, problem-based learning, brain based learning, standard based learning, performance based learning, competence based learning. | | | | | | | |
| 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 | 40 |
| Final Examination | 1 | 60 |

Recommended or Required Reading

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| 1 | Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası. |
| 2 | Bacanlı, Hasan. (1999). Duyuşsal Davranış Eğitimi. Ankara: Nobel Yayın Dağıtım. |
| 3 | Baltaş, Zuhale ve Acar Baltas. (1992). Bedenin Dili. İstanbul: Remzi Kitabevi. |
| 4 | Başar, Hüseyin. (1998). Sınıf Yönetimi. Ankara: Pegem Yayınları. |
| 5 | Bilen, Mürüvvet. (1990). Plandan Uygulamaya Öğretim. Ankara: Anı Yayıncılık. |
| 6 | Bloom, Benjamin. (1979). İnsan Nitelikleri ve Okulda Öğrenme. Çev. D. A. Özçelik Ankara: MEB Yayınevi |
| 7 | Armstrong, T. (1994). Multiple Intelligences in the Classroom. Alexandria, VA: Association for Supervision and Curriculum Development. |
| 8 | Block, J. H. (1971). Mastery Learning: Theory & Practice. N.Y. Holt, Rinehart, Wilson Inc. |
| 9 | Bloom, B.S., Engelhart, M. D., Furst, E. J., Hill W. H. and D. R. Krathwohl. (1972). Taxonomy of Educational Objectives. N.Y.: David McKay Comp. |
| 10 | Davies, Ivor K. (1976). Objectives in Curriculum Design. London: McGraw-Hill Book Comp. Gagne, R.M., L.J. Briggs and W. Wagne. (1988). Principles of Instructional Design. Chicago: Holt, Rinehart, Wilson Inc. |
| 11 | Joyce, Bruce and Marsha Weil. (1992). Models of Teaching. Boston, MA: Allyn and Bacon. |

| Week | Weekly Detailed Course Contents | |
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| 1 | Theoretical | Meeting, Identifying needs and restructuring the lesson plan |
| 2 | Theoretical | Communication and learning, body language |
| | Preparation Work | Baltaş, Zuhale ve Acar Baltas. (1992). Bedenin Dili. İstanbul: Remzi Kitabevi. |
| 3 | Theoretical | Teaching principals and Teaching Strategies, Factors affecting choice of methods |
| | Preparation Work | Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası. |
| 4 | Theoretical | Learning Styles |
| | Preparation Work | Block, J. H. (1971). Mastery Learning: Theory & Practice. N.Y. Holt, Rinehart, Wilson Inc. |
| 5 | Theoretical | Learning Strategies and Teaching of them |
| | Preparation Work | Açıkgöz, Kamile Ün. (1996). Etkili Öğrenme ve Öğretme. İzmir: Kanyılmaz Matbaası. |
| 6 | Theoretical | Multiple Intelligence Theory and Individual Differences in Teaching |
| | Preparation Work | Armstrong, T. (1994). Multiple Intelligences in the Classroom. Alexandria, VA: Association for Supervision and Curriculum Development. |
| 7 | Theoretical | Collaborative Learning |
| | Preparation Work | Joyce, Bruce and Marsha Weil. (1992). Models of Teaching. Boston, MA: Allyn and Bacon. |
| 8 | Intermediate Exam | Midterm Exam |
| 9 | Theoretical | Active Learning and Teaching Process |



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| 9 | Preparation Work | Joyce, Bruce and Marsha Weil. (1992). Models of Teaching. Boston, MA: Allyn and Bacon. |
| 10 | Theoretical | Analogies- Mind maps |
| | Preparation Work | Block, J. H. (1971). Mastery Learning: Theory & Practice. N.Y. Holt, Rinehart, Wilson Inc. |
| 11 | Theoretical | Constructivism |
| 12 | Theoretical | Problem Based Learning |
| 13 | Theoretical | Brain Based Learning |
| 14 | Theoretical | Critical-Creative-Reflexive Thinking |
| 15 | Theoretical | Evaluation |
| 16 | Final Exam | Final Exam |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 5 | 3 | 112 |
| Midterm Examination | 1 | 5 | 1 | 6 |
| Final Examination | 1 | 7 | 1 | 8 |
| Total Workload (Hours) | | | | 126 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 5 |

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

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| 1 | Knowledge of concepts related to teaching |
| 2 | To be able to comprehend basic principles of teaching processes |
| 3 | To be able to explain the relationship between communication and teaching processes |
| 4 | To be able to comprehend the role of the teachers in Turkish Educational System |
| 5 | To be able to comprehend teaching principles and methods |

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, 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. |



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| 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 | 4 | 4 | 4 |
| P2 | 3 | 4 | 4 |
| P3 | 2 | 3 | |
| P10 | 4 | 4 | 4 |

