



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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

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	
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



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

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's Without Thesis)

1	To be able to deepen the collected knowledge related to education toward basic theories and applications of Educational Administration and evaluate the relationships between the theories and applications related to educational administration and supervision.
2	To be able to comprehend the relationships between Educational Administration 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 Educational Administration
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 Educational Administration 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 Educational Administration 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 Educational Administration 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 Educational Administration and to apply teamwork skills in order to reach effective results in interdisciplinary studies

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	5	2
P2	4	4	4	5	2
P3	4	4	4	5	2
P4	4	4	4	5	2
P5	4	4	4	5	2
P6	4	4	4	5	2
P7	4	4	4	5	2
P8	4	4	4	5	2

