



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Curriculum Development							
Course Code		EPÖ568		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	125 (<i>Hours</i>)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		To comprehend the basic concepts about the curriculum development, to comprehend bases of curriculum development, to do a need analysis for a curriculum design, to choose a design and a model in curriculum development process, to prepare and evaluate a curriculum design.							
Course Content		The basic concepts of curriculum development; historical, philosophical, and social bases of curriculum development, curriculum development approaches and models, need assesment and evaluation in education, planning curriculum development, the processes of curriculum design, applying the curriculum, continuing the curriculum, new approaches in curriculum development and the effects of new trends to the process, reviewing curriculum researches, to prepare and to evaluate a curriculum design sample.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration, Discussion, Case Study, Individual Study					
Name of Lecturer(s)		Prof. Kerim GÜNDOĞDU							

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	Bilen, Mürüvvet. Plandan Uygulamaya Öğretim. Anı Yayıncılık. Ankara. 2002
3	Bloom, Benjamin. (1979). İnsan Nitelikleri ve Okulda Öğrenme. Çev: D. A. Özçelik Ankara: MEB Yayınevi
4	Demirel, Özcan. (2005). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Sekizinci Baskı. Ankara: Pegem Yayıncılık
5	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegem A Yayınları.
6	Demirel, Özcan, S. Sadi Seferoğlu ve Esed Yağcı. (2001). Öğretim Teknolojileri ve Materyal Geliştirme. Ankara: Pegem A Yayıncılık.
7	Doğan, Hıfzı. (1997). Eğitimde Program ve Öğretim Tasarımı. Ankara: Önder Matbaacılık.
8	Erden, Münire. Eğitimde Program Değerlendirme. Pegema Yayıncılık. Ankara. 2000.
9	Erginer, Ergin. (2000). Öğretimi Planlama ve Değerlendirme. Ankara: Anı Yayıncılık.
10	Gözütok, Dilek. (2000). Öğretmenliği Geliştiriyorum. Ankara: Siyasal Yayınları.
11	Bloom, B. S., Madaus, G. F., and J. T. Hastings. (1981). Evaluation to Improve Learning. New York: R.R. Donnelley & Sons Company.
12	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.
13	Ornstein, A.C. and F.B. Hunkins. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall
14	Romisowski, A.J. (1981). Designing Instructional Systems. New York: Nichols Publishing Company.
15	Saylor, J.G., Alexander, W. M. and A.J. Lewis. (1981). Curriculum Planning for Better Teaching and Learning. 4th edition. NY: Holt, Rinehart&Winston.
16	Weis, L., Cornbleth, C., Zeinchner, K. M., Apple M. W.(1990). Curriculum for Tomorrow's Schools. N.Y.: GSE Publications
17	Worthen, Sanders. Educational Evaluation: Theory and Practice. Charles A. Jones Publishing Company. Ohio

Week	Weekly Detailed Course Contents	
1	Theoretical	The introduction to the course and reconstruction the syllabus with the group.
2	Theoretical	Basic concepts, the characteristics of a system.
3	Theoretical	The foundations of the curriculum (Historical foundations)
4	Theoretical	The foundations of the curriculum (Philosophical foundations)
5	Theoretical	The foundations of the curriculum (psychological foundations)
6	Theoretical	The foundations of the curriculum (psychological foundations)
7	Theoretical	Curriculum designs, curriculum development models



8	Theoretical	Need assessment and evaluation
9	Intermediate Exam	Midterm
10	Theoretical	Goals and classification of goals; writing goal-behaviour
11	Theoretical	Writing Goals and behavioural objectives
12	Theoretical	Content analysis and reorganizing content
13	Theoretical	Organizing educational settings
14	Theoretical	Organization of evaluational settings
15	Theoretical	Pilot studies with the curriculum, applying the curriculum, continuing the curriculum
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	3	42
Reading	12	6	0	72
Midterm Examination	1	4	1	5
Final Examination	1	5	1	6
Total Workload (Hours)				125
[Total Workload (Hours) / 25*] = ECTS				5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Knowledge of fundamental concepts of curriculum development
2	To be able to comprehend the relation of curriculum development and the other sciences.
3	To be able to comprehend the relation among curriculum components.
4	To be able to compare basic curriculum development approaches.
5	To be able to analyze the basic curriculum development models
6	To be able to plan curriculum development process.
7	To be able to do a need assessment about a curriculum
8	To be able to prepare a curriculum for preschool, primary school, secondary school or high school
9	To be able to apply a curriculum which is developed / prepared
10	To be able to analyze the component of curriculum to continuing the curriculum
11	To comprehend the problems while occurs applying the curriculum
12	To be able to comprehend the relation between curriculum development and the new approaches.
13	To be able to criticize the curriculum with respect to some criterias.
14	The willingness to follow the literature about the curriculum development.

Programme Outcomes (Curriculum and Instruction Master's Without Thesis)

1	To be able to use the basic concepts in the field of Curriculum Development and Instruction correctly
2	To be able to comprehend philosophical, social, historical and psychological principles influencing curriculum
3	To be able to analyze theoretical bases of learning-teaching theories and approaches
4	To be able to evaluate any curriculum in accordance with scientific principles
5	To be able to prepare a curriculum design cooperatively in accordance with principles and criteria
6	To be able to follow contemporary implementations, and national and international academic publications
7	To be able to prioritize scientific methods and ethical principles in educational sciences while considering and implementing field specific professional issues
8	To be willing to do scientific research in the field of Curriculum and Instruction
9	To be able to appreciate curriculum development profession as a professional identity

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14
P1	5	5	5	5	4	5	4	5	5	5	5	5	5	4
P2	5	5	5	4	5	4	5	4	4	4	5	5	5	4
P3	5	5	5	5	5	5	5	4	5	4	5	5	5	4
P4	5	5	4	5	4	4	5	5	5	5	5	5	4	5
P5	5	5	4	5	5	4	4	5	4	5	4	5	4	5



P6	5	5	5	4	4	5	5	5	5	5	5	5	5	5
P7	5	5	5	5	5	5	5	5	5	5	4	5	4	5
P8	5	5	4	5	4	5	5	5	4	5	5	5	4	5
P9	5	5	5	5	4	4	4	5	5	5	4	5	5	5

