



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Cooperative Learning							
Course Code		EPÖ590		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	125 ( <i>Hours</i> )	Theory	2	Practice	2	Laboratory	0
Objectives of the Course		Different subject areas related to planning and implementing cooperative learning activities, assessment of the results of the application. The application of cooperative learning course prepared for example will be applied based on the plans and activities.							
Course Content		Cooperative learning theory and methods, students' features, motivation, facilitation of learning and memorization, cooperative learning groups, cooperative learning environments							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration, Discussion, Case Study, Individual Study					
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	Bilen, Mürüvvet (2002). Plandan Uygulamaya Öğretim. Ankara: Anı Yayıncılık.
3	Demirel, Özcan. (2005). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Sekizinci Baskı. Ankara: Pegem Yayıncılık
4	Demirel, Özcan. (2006). Plandan Değerlendirmeye Öğretme Sanatı. Geliştirilmiş 10. Baskı. Ankara: Pegem A Yayınları.
5	Demirel, Özcan, S. Sadi Seferoğlu ve Esed Yağcı. (2001). Öğretim Teknolojileri ve Materyal Geliştirme. Ankara: Pegem A Yayıncılık.
6	Erginer, Ergin. (2000). Öğretimi Planlama ve Değerlendirme. Ankara: Anı Yayıncılık.
7	Gözütok, Dilek. (2000). Öğretmenliği Geliştiriyorum. Ankara: Siyasal Yayınları.
8	Bilen, Mürüvvet (1992). İşbirlikli Öğrenme. Malatya: Uğurel Matbaası.

Week	Weekly Detailed Course Contents	
1	Theoretical	Cooperative learning theory
2	Theoretical	What are the effective ways to enable the cooperative learning?
3	Theoretical	Group members' features and its effect on success
4	Theoretical	Motivation of the students
5	Theoretical	Cooperative learning methods
6	Theoretical	Cooperative learning methods
7	Theoretical	Cooperative learning methods
8	Theoretical	Cooperative learning methods
9	Intermediate Exam	Mid-term exam
10	Theoretical	Cooperative learning environments
11	Theoretical	Classroom arrangement
12	Theoretical	How to get students to have the habit of studying cooperatively
13	Theoretical	The importance of books and materials to enable cooperative learning
14	Theoretical	Using time effectively while studying cooperatively
15	Theoretical	Teachers' tactics in cooperative learning

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70
Assignment	8	0	1	8
Reading	14	0	2	28



Midterm Examination	1	7	1	8
Final Examination	1	10	1	11
Total Workload (Hours)				125
[Total Workload (Hours) / 25*] = ECTS				5

\*25 hour workload is accepted as 1 ECTS

### Learning Outcomes

1	to conceive cooperative learning theory and methods.
2	to conceive the importance of students' and groups' features for learning
3	to conceive the importance of students' motivation and activity for cooperative learning
4	to conceive the factors affecting the cooperative learning
5	to conceive cooperative learning environments and features

### 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
P1	5	5	4	5	5
P2	5	5	4	5	5
P3	5	4	4	5	5
P4	5	5	4	5	5
P5	5	4	4	5	5
P6	5	5	4	5	5
P7	5	4	4	5	5
P8	5	5	5	5	5
P9	5	5	4	5	5

