



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Hidden Curriculum in Education							
Course Code		EPÖ594		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		The main purpose of the course is to familiarize students with the basic concepts and approaches of hidden curriculum in education. The course also discusses implications of hidden curriculum in school settings from various forms of discrimination to teaching democratic values.							
Course Content		In this course topics such as basic concepts of the hidden curriculum in education, dimensions of the hidden curriculum, Approaches of hidden curriculum, Effects of hidden curriculum in cognitive domain, Effects of hidden curriculum in affective domain, Racial and ethnic discrimination, Students' resistance, Gender discrimination, Teaching democratic values through hidden curriculum , Ideology and textbooks, Social classes and the hidden curriculum of school, Religious education and hidden curriculum, Current national policies in education and hidden curriculum are investigated.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)		Lec. Meltem ÇENGEL SCHOVILLE							

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	Blumberg, A. ve Blumberg, P. (1994). The unwritten curriculum: Things learned but not taught in schools. Thousand Oaks: Corwin Press, Inc.
2	Yüksel, S. (2004). Örtük program: Eğitimde saklı uygulamalar. Ankara: Nobel Yayıncılık.

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic concepts of hidden curriculum in education
2	Theoretical	Constituents of hidden curriculum Beliefs and Attitudes
3	Theoretical	Values Rules
4	Theoretical	Communication Ceremonies
5	Theoretical	Approaches to hidden curriculum Functionalist Approach Marxist Approach
6	Theoretical	Radical Approach Resistance Theory
7	Theoretical	Effects of hidden curriculum on cognitive domain
8	Intermediate Exam	Midterm exam
9	Theoretical	Racial, ethnic and gender discrimination and hidden curriculum
10	Theoretical	Students' resistance
11	Theoretical	Teaching democratic values through hidden curriculum
12	Theoretical	Ideology and textbooks
13	Theoretical	Effects of hidden curriculum on affective domain
14	Theoretical	Social classes and the hidden curriculum of school
15	Theoretical	Current national policies in education and hidden curriculum
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70
Assignment	5	0	5	25
Reading	9	0	2	18
Midterm Examination	1	5	1	6



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	Defines and explains basic concepts of hidden curriculum
2	Recognizes and explains the constituents of hidden curriculum
3	Identifies approaches to hidden curriculum
4	Explains the functions of hidden curriculum in cognitive domain learning outcomes
5	Explains functions of hidden curriculum in affective domain learning outcomes

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

