AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Curriculum Evaluation						
Course Code	EPÖ585		Couse Level		Second Cycle (Master's Degree)		
ECTS Credit	5	Workload	125 *(Hours)*	Theory	3	Practice	0	Laboratory	0

Objectives of the Course	At the end of this course learners; • define the basic concepts of program development and evaluation. • analyze the historical process and development of program evaluation. • describes program evaluation the historical development in Turkey. • compare the differences between quantitative and qualitative methods used in program evaluation. • classify their curriculum evaluation models. • compare curriculum evaluation models. • plan procedures for evaluating a training program. • prepare a draft of the program evaluation process. • evaluate program evaluation models.
Course Content	Curriculum development and evaluation concepts, theoretical foundations, research problems in educational programs evaluation, approaches to program evaluation, program evaluation by looking at the product and attitude, evaluation turned to program elements, data types used in program evaluation, research methods used in program evaluation, data collection tools, ensuring reliability and validity of measuring instruments, data analysis and interpretation in program evaluation.
Work Placement	N/A
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Case Study, Individual Study
Name of Lecturer(s)	Assoc. Prof. Beste DİNÇER, Prof. Asuman Seda SARACALOĞLU

Assessment Methods and Criteria

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

Recommended or Required Reading

1	Aygören, F. & Er, K. O. (2018). Eğitimde program değerlendirme. Ankara: Pegem Akademi.
2	Bloom, Benjamin. (1979). İnsan nitelikleri ve okulda öğrenme. Çev: D. A. Özçelik Ankara: MEB Yayınevi
3	Bloom, B. S., Madaus, G. F., and J. T. Hastings. (1981). Evaluation to Improve Learning. New York: R.R. Donnelley & Sons Company.
4	Demirel, Özcan. (2005). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Sekizinci Baskı. Ankara: Pegem Yayıncılık
5	Erden, M (2000). Eğitimde Program Değerlendirme. Ankara: Pegeme Akademi.
6	Erginer, E. (2000). Öğretimi Planlama ve Değerlendirme. Ankara: Anı Yayıncılık.
7	Karip, E. (Ed., 2008). Ölçme ve değerlendirme (7. Baskı). Ankara: Pegem Yayıncılık.
8	Oral, B. & Yazar, T. (2017). Eğitimde program geliştirme ve değerlendirme. Ankara: Pegem Akademi.
9	Ornstei,n, A.C., Pajak, E.F. & Ornstein, S.B. (2016). Eğitim programlarında güncel sorunlar (Çev. Ed. Nilay Bümen). Ankara: Pegem Yayıncılık
10	Saylor, J.G., Alexander, W. M. and A.J. Lewis. (1981). Curriculum planning for better teaching and learning. 4th edition. NY: Holt, Rinehart&Winston.
11	Ültanır, G. ((2016). Program değerlendirme. Ankara: Nobel Yayıncılık. Ankara: Pegeme Akademi.
12	Uşun, S. (2016). Eğitimde program değerlendirme (2. Baskı). Ankara: Anı Yayıncılık.
13	Uzunboylu, H. & Hürsen, Ç. (2008). Eğitim programları ve değerlendirilmesi. Ankara: Öğreti Pegem Akademi.
14	Yüksel, İ & Sağlam, M. (2012). Eğitimde program değerlendirme.
15	Weis, L., Cornbleth, C., Zeinchner, K. M., Apple M. W.(1990). Curriculum for tommorrow's schools. N.Y.: GSE Publications
16	Worthen, Sanders. Educational evaluation: theory and practice. Charles A. Jones Publishing Company. Ohio

Week	Weekly Detailed Course Contents	
1	Theoretical	In education, curriculum development and evaluation concepts
2	Theoretical	Historical Process and Development of Program Evaluation in Education
3	Theoretical	The program evaluation process development in Turkey
4	Theoretical	Program değerlendirmede nicel ve nitel yaklaşımlar I

5	Theoretical	Quantitative and qualitative approaches to program evaluation II: Mixed and multi-method research and data collection techniques
6	Theoretical	Purpose-based models in program evaluation I: Tyler model; Metfessel Michael Model Provus model
7	Theoretical	Purpose-based models in curriculum evaluation II: Scriven goal-independent model; Hammond model
8	Theoretical	Expertise-based models in program evaluation: Eisner (educational criticism) model
9	Intermediate Exam	Midterm Exam
10	Theoretical	Management (system) based models in program evaluation I: Stufflebeam (CIPP) model Saylor, Alexander and Lewis model Alkin (UCLA) model
11	Theoretical	Management (system) based models in program evaluation II: Bellon and Handler model - Stake's eligibility & probability model
12	Theoretical	Participation-based models in program evaluation I: Kirkpatrick model Demirel's DAPDEM model
13	Theoretical	Participation-based models in program evaluation II: Responder model of Stake; Cousins & Whitemore model; Guba & Lincoln_Natural model
14	Theoretical	Program evaluation in education: Examples from the relevant literature
15	Theoretical	Problems in Program Evaluation and term evaluation
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	3	42
Assignment	4	0	2	8
Reading	11	0	2	22
Quiz	14	1	2	42
Midterm Examination	1	0	5	5
Final Examination	1	0	6	6
Total Workload (Hours)				125
[Total Workload (Hours) / 25*] = **ECTS**				5

25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Knowledge of basic concepts in curriculum evaluation
2	To be able to comprehend the relationship between curiculum development and curiculum evaluation
3	To be able to compare major types of curiculum evaluation
4	To be able to analyze major approaches to curiculum evaluation
5	To be able to analyze the major curiculum evaluation models
6	To be able to plan operations associated with curiculum evaluation
7	To be able to criticise a curiculum evaluation work in terms of the criteria to be considered
8	To be able to analyze the data collected in the operation of a curiculum evaluation
9	To be able to evaluate the development of curiculum evaluation studies in Turkey and in the world
10	To be able to follow national and international literature in the field of curiculum evaluation

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 curriculuma
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
P1	5	5	4	5	4	5	5	5	5	3
P2	4	4	5	5	5	5	5	5	5	4
P3	5	4	5	5	4	5	5	5	5	5
P4	5	4	4	5	5	4	5	5	5	4
P5	5	3	4	5	4	4	5	3	4	4
P6	5	5	4	5	4	5	4	4	5	4
P7	4	5	4	5	4	5	5	4	5	5
P8	4	5	4	5	4	5	5	4	4	3
P9	4	4	5	5	5	5	5	4	4	5