



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Current Approaches in Education Economics and Planning							
Course Code		EYT632		Course Level		Third Cycle (Doctorate Degree)			
ECTS Credit	5	Workload	126 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		1. Describing the relationship between education and economics. 2. Discussing the relationship between education and economics. 3. Interpreting the relationship between education and economics. 4. Gaining a perspective about economical features of education.							
Course Content		Historical Development of The Economics of Education, Human Capital Approach, Economics of Education Approaches, Relationship Between Education and Development, Modern Developments in the Economics of Education							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, 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	Schultz, T. W. (1963). The economic value of education (Vol. 63). New York: Columbia University Press.
2	Garms, W. I. (1978). School Finance: The Economics and Politics of Public Education.
3	Ünal, L. I. (1996). Eğitim ve Yetiştirme Ekonomisi. Ankara: Epar Yayınları
4	Gümüş, E. ve Şişman, M. (2012). Eğitim ekonomisi ve planlaması. Ankara: Pegem Akademi Yayıncılık

Week	Weekly Detailed Course Contents	
1	Theoretical	Review of the Basic Concepts of Economics
2	Theoretical	Supply and Demand Characteristics of the Training
3	Theoretical	The Evolution of Education in Economic Thought
4	Theoretical	Relationship Between Education and the Economy
5	Theoretical	Education and Development
6	Theoretical	The Human Capital Approach and the Returns To Education
7	Theoretical	Elimination and Tail Hypotheses
8	Intermediate Exam	Midterm Exam
9	Theoretical	Externalities of Education
10	Theoretical	Education costs and expenses
11	Theoretical	Education finance and financing models
12	Theoretical	Educational planning and planning approaches
13	Theoretical	Demographic sides of education
14	Theoretical	Development plans and education

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	5	3	112
Midterm Examination	1	4	3	7



Final Examination	1	4	3	7
Total Workload (Hours)				126
[Total Workload (Hours) / 25*] = ECTS				5
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	Explain the relationship between education and the economy
2	Explain the costs and expenses in education
3	Knows the basic approaches to the financing of education
4	Explain the impact of economic growth and development in education
5	Review the economic indicators related to education

### Programme Outcomes (Educational Administration Supervision Planning and Economics Doctorate)

1	Deepening common knowledge accumulation concerning the educational science in the frame of basic theory and practices of EASPE (Educational Administration Supervision Planning and Economics).
2	Analyzing sub-subjects of Educational Administration Supervision Planning and Economics.
3	Comprehending the relationship between the other disciplines like sociology, philosophy, administration, economy, politics and EASPE (Educational Administration Supervision Planning and Economics), conducting interdisciplinary studies on the basis of internalized knowledge and skills
4	Applying accumulated knowledge related to EASPE to improve and managing educational organizations in different levels.
5	Defining problems in administration and supervision of educational system and developing new perspectives in the light of knowledge gathered from the other disciplines
6	Defining problems of EASPE in the frame of scientific problem solving; developing solution proposals by using quantitative and qualitative research methods
7	Getting skills of using statistical software in order to carry out scientific research and using required technologies.
8	Developing solution models in the light of theories and approaches of EASPE and applying the models to whole system.
9	Getting knowledge and research methods in order to carry out original scientific researches in the field of EASPE and applying team works for efficient results in interdisciplinary studies
10	Handling theories, hypothesis, opinions in the field of EASPE with an objective skeptic, logical, analytical manner and evaluating them in critical point of view.
11	Being aware of lifelong learning in terms of the field of EASPE and personal development and internalizing the principles of lifelong learning, personal development
12	Transferring the current developments and scientific studies to the people and institutions in and out of the field by visually, verbally, systematically and in written
13	Managing the social dynamics of relationships in order to enact people and applying needed leadership strategies in social and educational environments
14	Following national and international publications and attending social interactions and scientific studies in international level; communicating in at least in one foreign language at least in order to share studies international level.
15	Interpreting strategies, politics and plans related to educational system in terms of theories and principles of educational administration and supervision; and evaluating the results in terms of international quality standards.

### 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	4	4	5	5
P2	5	4	4	5	5
P3	5	4	4	5	5
P4	5	4	4	5	5
P5	5	4	4	5	5
P6	5	4	4	5	5
P7	5	4	4	5	5
P8	5	4	4	5	5
P9	5	4	4	5	5
P10	5	4	4	5	5
P11	5	4	4	5	5
P12	5	4	4	5	5
P13	5	4	4	5	5
P14	5	4	4	5	5
P15	5	4	4	5	5

