# AYDIN ADNAN MENDERES UNIVERSITY
# COURSE INFORMATION FORM

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|---|---|---|---|---|---|---|---|---|
| Course Title | | Management of Adult Education Organisations | | | | | | |
| Course Code | | EYT636 | | Couse Level | | Third Cycle (Doctorate Degree) | | |
| ECTS Credit | 5 | Workload | 126 *(Hours)* | Theory | 3 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | 1. To explain the basic concepts related to the adult education. 2. To define who is adult and characteristics of adults. 3. To learn about adult learning. 4. To learn about management of adult education organizations. | | | | | | |
| Course Content | | Basic concepts of adult education, Adult education and reasons for adult education, Adult learning and adult learning models, Adult learning theory: Andragogy | | | | | | |
| Work Placement | | N/A | | | | | | |
| Planned Learning Activities and Teaching Methods | | | Explanation (Presentation), Discussion, Problem Solving | | | | | |
| Name of Lecturer(s) | | | | | | | | |

## Assessment Methods and Criteria

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

## Recommended or Required Reading

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|---|---|
| 1 | Lowe, J. (1985). Dünyada Yetişkin Eğitimine Toplu Bakış, Çev: T. Oğuzkan. Ankara: UNESCO. |
| 2 | Cocklın, B. (1996) Applying Qualitative Research to Adult Education: Reflections Upon Analytic Proccesses. Studies in the Education of Adults, 28: 88-116. |
| 3 | Dighe, A. (1995) Trends in Adult Educatıon Research in Asia. Adult Education and Development, 45:81-95. |
| 4 | Bélenger, P. & Blais, M. (1995) World Perspectives in Adullt Education Research. Adult Education And Development, 45:5-22. |

| Week | Weekly Detailed Course Contents | |
|---|---|---|
| 1 | Theoretical | Basic concepts of adult education |
| 2 | Theoretical | Basic concepts of adult education |
| 3 | Theoretical | Basic concepts of adult education |
| 4 | Theoretical | Adult education and reasons for adult education |
| 5 | Theoretical | Adult education and reasons for adult education |
| 6 | Theoretical | Adult and characteristics of adults |
| 7 | Theoretical | Adult and characteristics of adults |
| 8 | Intermediate Exam | Mid Term Exam |
| 9 | Theoretical | Adult learning and adult learning models |
| 10 | Theoretical | Adult learning and adult learning models |
| 11 | Theoretical | Adult learning and adult learning models |
| 12 | Theoretical | Adult learning theory: Andragogy |
| 13 | Theoretical | Adult learning theory: Andragogy |
| 14 | Theoretical | Management of adult education organizations |
| 15 | Final Exam | Final Exam |

## 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 | Explains the basic concepts related to the adult education |
| 2 | Defines who is adult and characteristics of adults |
| 3 | Learns about adult learning. |
| 4 | Learns about management of adult education organizations. |
| 5 | To be able to analyze lifelong learning problems |

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

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|---|---|
| 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 | 4 | 3 | 3 | 3 | 3 |
| P2 | 4 | 3 | 3 | 3 | 3 |
| P3 | 4 | 3 | 3 | 3 | 3 |
| P4 | 4 | 3 | 3 | 3 | 3 |
| P5 | 4 | 3 | 3 | 3 | 3 |
| P6 | 4 | 3 | 3 | 3 | 3 |
| P7 | 4 | 3 | 3 | 3 | 3 |
| P8 | 4 | 3 | 3 | 3 | 3 |
| P9 | 4 | 3 | 3 | 3 | 3 |
| P10 | 4 | 3 | 3 | 3 | 3 |
| P11 | 4 | 3 | 3 | 3 | 3 |
| P12 | 4 | 3 | 3 | 3 | 3 |
| P13 | 4 | 3 | 3 | 3 | 3 |
| P14 | 4 | 3 | 3 | 3 | 3 |
| P15 | 4 | 3 | 3 | 3 | 3 |