



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Looking Perfectionism in Education							
Course Code		EYT637		Course Level		Third Cycle (Doctorate Degree)			
ECTS Credit	5	Workload	126 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		In this course it is aimed to gain knowledge about the reflections of perfectionism on education							
Course Content		Perfectionism, its relationship with other areas, perfectionism and psychological problems							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration, Case 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	KARATA, Z. (2012). Kontrol Odağının Yordayıcıları Olarak Saldırganlık ve Çok Boyutlu Mükemmeliyetçilik. Journal of Kirsehir Education Faculty, 13(3).
2	Büyükbayraktar, Ç. (2011). Üniversite öğrencilerinde mükemmeliyetçilik ve öfke ilişkisi (Doctoral dissertation, Selçuk Üniversitesi Eğitim Bilimleri Enstitüsü).
3	Özgüngör, S. (2003). Mükemmeliyetçilik ve özerklik destekleyici davranışların amaç tarzları ile ilişkisi. Eğitim ve Bilim, 28(127).

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to the course
2	Theoretical	Nature of perfectionism
3	Theoretical	Nature of perfectionism
4	Theoretical	Perfectionism and ideas
5	Theoretical	Perfectionism and behaviour
6	Theoretical	Measuring perfectionism
7	Theoretical	Developing Change plan
8	Intermediate Exam	Midterm Exam
9	Theoretical	Changing Perfectionist behaviours
10	Theoretical	Perfectionism and Depression
11	Theoretical	Perfectionism and anger
12	Theoretical	Perfectionism and social anxiety



13	Theoretical	Perfectionism and obsessive behaviours
14	Theoretical	Perfectionism and obsessive behaviours
15	Theoretical	Perfectionism and obsessive behaviours
16	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*] = <b>ECTS</b>				5

\*25 hour workload is accepted as 1 ECTS

**Learning Outcomes**

1	To be able to comprehend the nature of perfectionism
2	To be able to evaluate positive and negative effects of perfectionism
3	To be able to develop strategies to change perfectionist behaviors
4	To be able to analyze the relationship between perfectionism and obsessive behaviors
5	To be able to analyze the relationship between perfectionism and anger

**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	3	2	2	2	2
P2	3	2	2	2	2
P3	3	2	2	2	2



P4	3	2	2	2	2
P5	3	2	2	2	2
P6	3	2	2	2	2
P7	3	2	2	2	2
P8	3	2	2	2	2
P9	3	2		2	2
P10	3	2	2	2	2
P11	3	2	2	2	2
P12	3	2	2	2	2
P13	3	2	2	2	2
P14	3	2	2	2	2
P15	3	2	2	2	2

