



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

| | | | | | | | | | |
|--|---|---|----------------------|------------------------------|---|--------------------------------|---|------------|---|
| Course Title | | Seminar II | | | | | | | |
| Course Code | | EYT802 | | Course Level | | Third Cycle (Doctorate Degree) | | | |
| ECTS Credit | 4 | Workload | 100 (<i>Hours</i>) | Theory | 0 | Practice | 2 | Laboratory | 0 |
| Objectives of the Course | | Research on a topic related to the student's access to information, translation, information from different sources to absorb and convert the article, criticise and develop the ability on analyzing | | | | | | | |
| Course Content | | Methods of access to information, Review of scientific literature and reading techniques, Scientific article writing techniques | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Discussion, Individual Study | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|---------|----------|----------------|
| Seminar | 1 | 100 |

Recommended or Required Reading

| | |
|---|---|
| 1 | Murray, R. (2015). Bilimsel Dergilere Makale Nasıl Yazılır. Ankara: Anı Yayıncılık. |
|---|---|

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|--|
| 1 | Theoretical | Methods of access to information |
| 2 | Theoretical | Methods of access to information |
| 3 | Theoretical | Methods of access to information |
| 4 | Theoretical | Review of scientific literature and reading techniques |
| 5 | Theoretical | Review of scientific literature and reading techniques |
| 6 | Theoretical | Translation techniques |
| 7 | Theoretical | Translation techniques |
| 8 | Theoretical | Scientific article writing techniques |
| 9 | Theoretical | Scientific article writing techniques |
| 10 | Theoretical | Scientific article writing techniques |
| 11 | Theoretical | Article review |
| 12 | Theoretical | Article review |
| 13 | Theoretical | Article review |
| 14 | Theoretical | Article review |
| 15 | Theoretical | Seminar |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Practice | 14 | 0 | 2 | 28 |
| Seminar | 1 | 6 | 1 | 7 |
| Reading | 13 | 5 | 0 | 65 |
| Total Workload (Hours) | | | | 100 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 4 |

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

| | |
|---|--|
| 1 | Research on a topic related to the student's access to information, translation, information from different sources to absorb and convert the article, criticise and develop the ability on analyzing. |
| 2 | Gets competency about special studies. |
| 3 | Gets at right references about special studies. |
| 4 | Shows holistic development about special studies. |



| | |
|---|---|
| 5 | Searches to define the topic of the master's thesis with advisor. |
|---|---|

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

