



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|---|----------------------|--|---|--------------------------------|---|------------|---|
| Course Title | | Instructional Planning and Evaluation | | | | | | | |
| Course Code | | İHH636 | | Coure Level | | Third Cycle (Doctorate Degree) | | | |
| ECTS Credit | 7 | Workload | 180 (<i>Hours</i>) | Theory | 2 | Practice | 2 | Laboratory | 0 |
| Objectives of the Course | | Evaluation of Fundamentals of Curriculum Development in Nursing Education, draft an instruction program used the each steps of Curriculum development process in accordance with contemporary approaches and requirements of country | | | | | | | |
| Course Content | | Fundamentals of Curriculum Development in Nursing Education, Curriculum Development Process in Education: Identifying the targed behaviors, regulation of content, learning and teaching strategies, theories, methods and techniques, Measurement and Evaluation in 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 | 20 |
| Final Examination | 1 | 60 |
| Term Assignment | 1 | 20 |

Recommended or Required Reading

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| 1 | Anema, M.G. (2010) Competency- Based Nursing Education Guide to Achieving Outstanding Learner Outcomes. New York: Springer publishing Company |
| 2 | Atılğan, H. (2009). (ed.) Eğitimde Ölçme ve Değerlendirme. Ankara: Anı yayıncılık. |
| 3 | Bahar M, Nartgün Z, Durmuş S, Bıçak B. Geleneksel-Tamamlayıcı Ölçme ve Değerlendirme Teknikleri Öğretmen El Kitabı. Pegem Akademi. 3. bs. Ankara 2009 |
| 4 | Bilen, M. (1994). Plandan Uygulamaya Öğretim. Ankara: Anı yayıncılık |
| 5 | Demirel, Ö. (2009a). Kuramdan Uygulamaya Eğitimde Program Geliştirme. Ankara: Pegema yayıncılık |
| 6 | Demirel, Ö. (2009b). Plandan Değerlendirmeye Öğretme Sanatı. Ankara: Pegema yayıncılık. |
| 7 | Demirel, Ö. (2009c). (Ed.) Eğitimde Yeni Yönelimler. Ankara: Pegema yayıncılık |
| 8 | DeYoung S. Teaching Strategies for Nurse Educators. Prentice Hall, Upper Saddle River. 2003. |
| 9 | Gaberson KB, Oerman MH. (2007) Clinical teaching strategies in nursing. Springer Pub. 2nd ed. New York. |
| 10 | Klein-Collins, R. (2011) Strategies to Produce New Nurses for a Changing Profession, Council for Adult and Experiential Learning |
| 11 | Oerman MH. Gaberson KH. (2006) Evaluation and testing in nursing education. Springer Pub. 2nd ed., New York. |
| 12 | Özçelik, D A. (2009a). Okullarda Ölçme ve Değerlendirme. Ank: Pegema yayınları. |
| 13 | Saban, A. (2000). Öğrenme – Öğretme Süreci: Yeni Teori ve Yaklaşımlar. Ank: Nobel yay. |
| 14 | Seferoğlu, S. (2006). Öğretim Teknolojileri ve Materyal Tasarımı. Ank:Pegema yayıncılık |
| 15 | Senemoğlu, N. (2010). Gelişim, Öğrenme ve Öğretme. Ank.: Usem yayınları. |
| 16 | Sönmez, V. (2009). Program Geliştirmede Öğretmen Elkitabı. Ankara: Anı yayıncılık |
| 17 | Tekin H. (2004) Eğitimde Ölçme ve Değerlendirme. Yargı Yayınevi, 16.bs. Ankara. |
| 18 | Turgut MF. (1992) Eğitimde Ölçme ve Değerlendirme Metotları. Saydam Matbaacılık. 9. bs., Ankara |
| 19 | Yalın, H İ (2004). Öğretim Teknolojileri ve Materyal Geliştirme. Ank:Nobel yay. |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|---|
| 1 | Theoretical | Basic Concepts in Education and Relationship Between Concepts |
| | Practice | Review of the literature |
| 2 | Theoretical | Learning Theories and Principles |
| | Practice | Review of the literature |
| 3 | Theoretical | Curriculum Development Process |
| | Practice | Determination of Education Subject |



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| 4 | Theoretical | Teaching Objectives and Content |
| | Practice | Determining Goals and Objectives of Education Subjects |
| | Preparation Work | Review of the literature |
| 5 | Theoretical | Teaching Objectives and Content |
| | Practice | Determining Goals and Objectives of Education Subjects |
| | Preparation Work | Review of Literatür |
| 6 | Theoretical | Teaching strategies, methods and teaching |
| | Practice | Preparation of Content Plan |
| | Preparation Work | Review of the literatür |
| 7 | Theoretical | Teaching strategies, methods and teaching |
| | Practice | Determine teaching methods and techniques |
| | Preparation Work | Review of the literatür |
| 8 | Preparation Work | Reading and review of the literatür |
| | Intermediate Exam | Midterm Exam |
| 9 | Theoretical | Teaching Material Preparation |
| | Practice | Teaching Material Preparation |
| | Preparation Work | Research and analysis |
| 10 | Theoretical | Basic Concepts of Measurement and Evaluation |
| | Practice | Preparation of Instructional Materials |
| 11 | Theoretical | Measurement and Evaluation Validity, Reliability and Usability |
| | Practice | Content writing |
| | Preparation Work | Reading and review of literatüre |
| 12 | Theoretical | Methods and Techniques of Measurement and Evaluation |
| | Practice | Content writing |
| | Preparation Work | Reading and review of literatüre |
| 13 | Theoretical | Methods and Techniques of Measurement and Evaluation |
| | Practice | Prepare questions |
| 14 | Theoretical | Evaluation of Teaching Plan |
| | Practice | Evaluation of Teaching Plan |
| | Preparation Work | Reading and review of literatüre |
| 15 | Theoretical | Evaluation of Teaching Plan |
| | Practice | Evaluation of Teaching Plan |
| | Preparation Work | Reading and review of literatüre |
| 16 | Final Exam | Final exam |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|--|----------|-------------|----------|----------------|
| Lecture - Theory | 13 | 2 | 2 | 52 |
| Lecture - Practice | 13 | 2 | 2 | 52 |
| Midterm Examination | 1 | 24 | 2 | 26 |
| Final Examination | 1 | 48 | 2 | 50 |
| Total Workload (Hours) | | | | 180 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 7 |

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

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|---|---|
| 1 | Evaluation of Fundamentals of Curriculum Development in Nursing Education |
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|----|--|
| 2 | Evaluation nursing education programs in accordance with contemporary approaches and requirements of country |
| 3 | Determines a teaching subject in the nursing field |
| 4 | Creates instructional objectives as determined on the subject |
| 5 | reate a content plan in accordance with objectives |
| 6 | Decides teaching strategies, methods and techniques in accordance with the objectives of teaching |
| 7 | Prepares appropriate teaching materials |
| 8 | Determine methods of assessment and evaluation |
| 9 | Prepared different types of questions |
| 10 | Evaluates in terms of conformity with the principles prepared any questions in any field |

Programme Outcomes (Midwifery Doctorate)

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| 1 | To be able to develop and deepen in the level of expertise with original thinking and / or research in recent and advanced information in the midwifery area as based on midwifery postgraduate qualification, and to create the original definitions bring innovation to the area, to evaluate and use new information in a systematic approach |
| 2 | To be able to develop the new / known idea, method and / or application included innovation to the midwifery science and art using the mental processes as creative and critical thinking, problem solving and decision making, to applies to the different area, to make the critical analysis, synthesis and evaluation of new and complex ideas. |
| 3 | To be able to use strategic decision-making processes in the solution of problems related midwifery, to adopted and practice continuous professional development and lifelong learning policy. |
| 4 | To be able to understand the interaction between disciplines associated with midwifery, to reaches the original results using the information requiring expertise in the analysis, synthesis and evaluation of the new and complex ideas. |
| 5 | To be able to has the experience ability of working with other health care disciplines, to make the leadership in interdisciplinary problem solving, to discuss with experts putting out original ideas issues in the field and to use the effective communication showing her competence. |
| 6 | To be able to contribute to the solution of social, scientific, cultural and ethical problems encountered in the issues related with midwifery, and support the development of these values. |
| 7 | To be able to know the importance of ethical principles and ethics committee for the individual and society, examine and develop governing norms social relations and these relationships with a critical perspective, and if it is necessary, manage action to change. |
| 8 | To be able to contribute to advances in the field performing independently an original work developing the new idea, method, design and / or application coming innovation to the midwifery science and art or implementing a known idea, method, design and / or application to a different area. |
| 9 | To be able to follow up evidence-based practices and to conduct researches related to professional practice to create evidence in their field. |
| 10 | To be able to has knowledge and skills in high-level about statistics the methods used in the midwifery researches, and select, implement and interpret the correct statistical methods in her research, evaluate a scientific article in terms of research methods and statistics. |
| 11 | To be able to writ report of the research that she participate, contribute to knowledge in the field presenting at least one scientific article national / international accepted by a peer-reviewed publications in journals and / or presenting at scientific meetings. |
| 12 | To be able to have knowledge and skills to use advanced computers, other technological tools and specific to the device required for midwifery area, and to develop creative solutions to a problem. |
| 13 | To be able to use current developments and information in the field of health to benefit of society in the direction of mothers, babies, family, national values and the realities of the country, contribute to be the information society and the process of maintain it by introducing the development his society. |

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

