AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Mathematics Curriculum								
Course Code	MTE513		Couse Level	Second Cycle (Master's Degree)					
ECTS Credit	8	Workload	200 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	Know the instruction programs with all its aspects and draw up activities in concordance with this instruction								
Course Content	The definition of the instruction program, the principles of design and basic approaches, evaluating studies of instruction program in Turkey; instruction programs (1-4; 5-8; 9-12 grades); basic elements, relations with other disciplines and skills in program; the methods and techniques appropriate with the philosophy of Mathematics instruction program, the new tendencies in Mathematics instruction program, Relating the learning areas of mathematics instruction program (6-8) with other instruction programs, classifying the Mathematics instruction program (6-8) unit by unit								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion								
Name of Lecturer(s)									

Assessment Methods and Criteria		
Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	70

Recommended or Required Reading	
1	MEB. (2017). İlkokul Matematik Dersi (1-8.sınıflar) Öğretim Programı. Ankara: Milli Eğitim Bakanlığı Yayınları
2	MEB. (2015). İlkokul Matematik Dersi (1-4.sınıflar) Öğretim Programı. Ankara: Milli Eğitim Bakanlığı Yayınları
3	MEB. (2013). Ortaokul Matematik Dersi (5-8.sınıflar) Öğretim Programı. Ankara: Milli Eğitim Bakanlığı Yayınları
4	MEB. (2009). Ortaöğretim Matematik Dersi (9-12.sınıflar) Öğretim Programı. Ankara: Milli Eğitim Bakanlığı Yayınları

Week	Weekly Detailed Course Contents	
1	Theoretical	Definition of curriculum Requirements for curriculum change
2	Theoretical	Foundations of curriculum
3	Theoretical	Components of curriculum Content, learning and teaching process, evaluation
4	Theoretical	Objectives of mathematics curriculum
5	Theoretical	Trends in mathematics curriculum Philosophy of curriculum, vision and principle of curriculum
6	Theoretical	Learning topics in mathematics curriculum, sub- topics and objectives
7	Theoretical	Basic skills in mathematics curriculum
8	Intermediate Exam	Midterm
9	Theoretical	Strategies methods and tecniques suitable to structure of mathematics curriculum
10	Theoretical	Studies in curriculum devolopment
11	Theoretical	Comporision of new mathematics curriculum with early mathematics curriculum Students presentation
12	Theoretical	Expectations of principles , teachers and parents on curriculum implementation Students presentation
13	Theoretical	Evaluation of mathematics curriculum
14	Theoretical	Evaluation of mathematics curriculum
15	Theoretical	Evaluation of mathematics curriculum
16	Final Exam	Final Exam

Workload Calculation				
Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	5	3	112
Midterm Examination	1	38	2	40

Final Examination	1	46	2	48
			Total Workload (Hours)	200
			[Total Workload (Hours) / 25*] = **ECTS**	8
**25 hour workload is accepted as 1 ECTS*				

Learning Outcomes	
1	To know instruction program
2	Understand the principles and basic approaches of design
3	Determine strategy, methodology and technique which are appropriate with mathematics instruction program's philosophy
4	Explain new tendencies in mathematics instruction program
5	Associate learning fields which are in mathematics instruction program with other instruction programs

Programme Outcomes *(Mathematics Education Master)*	
1	Learns sufficient theoretical knowledge in the field of mathematics education
2	Uses theoretical knowledge in educational settings
3	Integrates mathematics education knowledge with the other disciplines and products functional knowledge
4	Uses information and communication technologies efficiently in conceptual learning
5	Finds scientific solutions to the problems in the field of mathematics education
6	Evaluates the knowledge critically in the field
7	Participates team projects in the mathematics education field
8	Shares national and international data in the field of mathematics education
9	Comprehends and evaluates science-technology-society and mathematics interactions
10	Comprehends mathematics under the ethical values and takes account of ethical considerations
11	Follows the current development in the mathematics education field
12	Develops strategical plans and evaluates them in the context of quality processes
13	Adopts lifelong learning strategies to his/her studies

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	4
P2	5	5	5	5	5
P3	4	4	4	4	4
P4	4	4	4	4	4
P6	5	5	5	5	5
P7	3	3	3	3	3
P9	4	4	4	4	4
P11	5	5	5	5	5
P12	4	4	4	4	4
P13	3	3	3	3	3