AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title		Mathematics and Science Education Strategies For Gifted Children							
Course Code		MTE527		Couse Level		Second Cycle (Master's Degree)			
ECTS Credit	8	Workload	200 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		To explain the conceptual and theoretical content related to strategies for gifted students and to apply strategies for gifted students in mathematics and science field.							
Course Content		Characteristics of gifted children, Educational needs of gifted children, Teaching strategies for gifted children, acceleration, condensed curriculum, segregated education, direct education, oriented study groups, flexible achievement groups, high level thinking skill, independent study, individualized education program, interdisciplinary effects							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study, Individual Study, Problem Solving					
Name of Lecturer(s)		Assoc. Prof. Ahmet BİLDİREN							

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

Recommended or Required Reading	
1	1. Öznacar, M. D. ve Bildiren, A. (2012) Üstün zekalıların eğitimi ve eğitsel bilim etkinlikleri. Ankara: Anı Yayıncılık.
2	2. Robinson, A. (2003). Cooperative learning and high ability students. In N. Colangelo and G. Davis (Eds.), Handbook of gifted education (3rd ed., pp. 282–292). Boston, MA: Allyn and Bacon.
3	3. Robinson, A., Shore, B. and Enersen, D. (2007). Best practices in gifted education: An evidence-based guide. Waco, TX: Prufrock Press.
4	4. Sak, U. (2017). Üstün zekalılar özellikleri tanılanması ve eğitimleri. Ankara: Vize Yayıncılık.
5	5. Smutney, J. (2003). Designing and developing programs for gifted students. Thousand Oaks, CA: Corwin Press, Inc.
6	6. Tortop, H. S. (2015). Üstün zekalılar eğitimde faklılaştırılmış öğretim, Düzce: Genç Bilge Yayıncılık.

Week	Weekly Detailed Course Contents	
1	Theoretical	Characteristics of gifted children
2	Theoretical	Characteristics of gifted children
3	Theoretical	Educational needs of gifted children
4	Theoretical	Teaching Strategies for gifted children
5	Theoretical	Acceleration
6	Theoretical	Segregated Education
7	Theoretical	Condensed curriculum
8	Intermediate Exam	Midterm exam
9	Theoretical	Condensed curriculum
10	Theoretical	Oriented study groups
11	Theoretical	Flexible achievement groups
12	Theoretical	High level thinking skills
13	Theoretical	Independent study
14	Theoretical	Individualized educational program
15	Theoretical	Interdisciplinary effects
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	Students will explain characteristics of gifted children
2	Students will explain educational needs of gifted children
3	Students will explain teaching strategies for gifted children
4	Students will apply strategies for gifted children in mathematics and science field
5	Students will develop activities by using strategies for gifted children in mathematics and science field

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	2	3	4	5	5
P2	2	4	5	3	3
P3	2	3	4	2	2
P4	2	2	2	2	2
P5	4	4	3	3	3
P6	2	2	3	5	5
P7	2	2	5	5	5
P8	2	2	5	5	5
P9	2	3	5	5	5
P10	3	3	4	4	4
P11	2	2	5	5	5
P12	2	3	5	5	5
P13	4	4	5	5	5