



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|--|----------------------|---|---|--------------------------------|---|------------|---|
| Course Title | | Research Methods and Techniques in Child Development | | | | | | | |
| Course Code | | ÇGEL546 | | Course Level | | Second Cycle (Master's Degree) | | | |
| ECTS Credit | 7 | Workload | 176 (<i>Hours</i>) | Theory | 3 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | Öğrencinin, bilimsel araştırma sürecinin aşamaları, etik ilkeleri, araştırma modelleri, örnekleme yöntemleri, veri toplama yöntemleri hakkında bilgi sahibi olması, araştırma planlayabilmesi, planladığı araştırmalarda uygun ölçme araçlarını kullanabilmesi, araştırmalarında topladığı verileri yorumlayabilme ve raporlaştırma becerisi kazanması amaçlanmaktadır. | | | | | | | |
| Course Content | | The basis of scientific research, ethical rules in child development and education researches, stages of research process, classification of researches / models, definition of problem, sampling methods, data collection methods, definition of measurement, qualifications required in measurement tools, measurement process, interpretation and reporting of data and reporting . | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Discussion, Individual Study, Problem Solving | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|-------------------|----------|----------------|
| Final Examination | 1 | 50 |
| Assignment | 2 | 25 |
| Term Assignment | 1 | 25 |

Recommended or Required Reading

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| 1 | 1. Karasar, N. (2011). Bilimsel Araştırma Yöntemi, Nobel Yayınları, Ankara |
| 2 | 2. Şenol, Ş. (2012). Araştırma ve Örnekleme Yöntemleri, Nobel Yayınları, Ankara |
| 3 | 2. Şenol, Ş. (2012). Araştırma ve Örnekleme Yöntemleri, Nobel Yayınları, Ankara |
| 4 | 4. Sümbüloğlu, V., Sümbüloğlu, K. (1998). ?Sağlık Bilimlerinde Araştırma Yöntemleri, Hatiboğlu Yayınları, Ankara. |
| 5 | 5. Arseven, A. (2003). Alan Araştırma Yötemi, İlkeler, Teknikler, Örnekler |
| 6 | 6. Lawrence, N. (2003). Social Research Methods, A&B Publishing, USA |
| 7 | 7. Elmes, D. G., Kantowitz, B. H., & Roediger III, H. L. (2006). Research methods in psychology. Nelson Education. |
| 8 | 8. Christensen, L. B., Johnson, B., & Turner, L. A. (2015). Research methods, design, and analysis. Allyn & Bacon. |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|--|
| 1 | Theoretical | Bilimsel Araştırmanın Temelleri |
| 2 | Theoretical | Ethics in Child Development and Education Research |
| 3 | Theoretical | Steps of Research Process |
| 4 | Theoretical | Research Models |
| 5 | Theoretical | Identifying the Problem |
| 6 | Theoretical | Sampling Methods |
| 7 | Theoretical | Sampling Methods |
| 8 | Theoretical | Data Collection Methods |
| 9 | Theoretical | Veri Toplama Yöntemleri |
| 10 | Theoretical | Definition of measurement, qualifications sought in measuring instruments, measurement process |
| 11 | Theoretical | Processing, analysis and interpretation of data |
| 12 | Theoretical | Processing, analysis and interpretation of data |
| 13 | Theoretical | Reporting, STROBE |
| 14 | Theoretical | Project presentation |
| 15 | Final Exam | Final exam |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 3 | 4 | 98 |



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|--|---|----|---|-----|
| Assignment | 2 | 10 | 2 | 24 |
| Term Project | 1 | 15 | 2 | 17 |
| Final Examination | 1 | 35 | 2 | 37 |
| Total Workload (Hours) | | | | 176 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 7 |
| *25 hour workload is accepted as 1 ECTS | | | | |

Learning Outcomes

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|---|---|
| 1 | Students will be able to explain the scientific method |
| 2 | 2. Araştırma türlerini genel anlamda tanımlayabilecek, araştırma sürecinin aşamalarını sıralayabilecek ve bir araştırma problemini tanımlayabilecek, |
| 3 | To be able to know the ethical rules that must be followed in the child development and education researches and define the necessary ethical principles, |
| 4 | Identify the variables of the research, hypotheses, purpose of the research, basic problem and sub problem, |
| 5 | . Explain Sampling Methods |
| 6 | Describe the basic concepts of measurement |
| 7 | List parts of a scientific text |
| 8 | To be able to explain the importance of the rules considered in the preparation of scientific reports / papers. |

Programme Outcomes (Child Development Master)

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|----|---|
| 1 | 1. Has a deep and systematic level of knowledge about self-care, physical-motor, cognitive-language, social-emotional development areas of 0-18 year old children. |
| 2 | Knows all concepts about the development and the education of 0-18 year old children and youth by developing the habit of research and learning, keeping consciousness and knowledge constantly throughout life, and follows the studies on this subject. |
| 3 | Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society. |
| 4 | Identifies the problems in his/her country on health, developmental, educational and social services issues of 0-18 year old children and their families, produces appropriate solutions and original ideas using his/her basic knowledge about these problems. |
| 5 | Using his/her basic information on the topics of Child Development and Education, makes suggestions, transfers the learned topics into practice, interprets information and results from practice. Analyzes the scientific research published in the field with a critical point of view. |
| 6 | Can use his/her accumulated information on his/her profession in favor of health, educational and social services organizations, particularly for children and their families, takes active roles in developmental and educational programs and related projects; participates in researches. |
| 7 | Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children. |
| 8 | Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance. |
| 9 | Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes. |
| 10 | Can integrate his/her accumulated information about his/her profession with information from different disciplines, and can create multidisciplinary workspaces by participating team work. |

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 |
|----|----|----|----|----|----|----|----|----|
| P1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| P2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| P3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| P4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| P5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| P6 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| P7 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

