



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Effective Learning and Motivation in Schools							
Course Code		PDR515		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	125 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		Students should have knowledge about basic concepts, principles and factors affecting learning, evaluate basic concepts and theories related to motivation and conduct assignments							
Course Content		learning, motivation, types of motivation, behavioral-humanistic-cognitive approaches, social learning, self-regulation							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Project Based Study, Individual Study					
Name of Lecturer(s)		Assoc. Prof. Esin ÖZER							

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	20
Assignment	1	30
Term Assignment	1	30

### Recommended or Required Reading

1	Jeanne Elis Ormrod. Öğrenme Psikolojisi. Nobel Yayın Dağıtım.
2	Mathew H. Olson-B.R. Hergenhahn Öğrenmenin Kuramları. Nobel Yayın Dağıtım.
3	Senemoğlu N. (2010). Gelişim ve Öğrenme. Ankara: Pegem A Yayıncılık.
4	Schunk H. D. (2009). Öğrenme Teorileri, Ankara: Nobel Yayın Dağıtım.
5	Arık. A. (1991). Öğrenme Psikolojisine Giriş İstanbul: İÜEF
6	Bacanlı, H. (2004) Gelişim ve Öğrenme Ankara: Nobel.
7	Bower, G. H. ve Hilgard, E. R. (1982) Theories of Learning. (Fifty edition). Englewood Cliffs: Prentice-Hall Inc.
8	Çelen. N. (2000). Öğrenme Psikolojisi. Ankara: İmge
9	Domjan, M. (2004). Koşullama ve Öğrenmenin Temelleri. Ankara. Türk Psikologlar Derneği yayını.
10	Eggen, P ve Kauchak, D. (2001) Educational Psychology. Ohio: Merrill Prentice Hall.
11	Klein, S B. Ve Mowrer, R R. (Ed) (1989) Contemporaray Learning Theories New Jersey:Hillsade.
12	Klein, S.B. (1996) Learning Principle and Applications (Third Edition) New York: Mc Graw-Hill-Inc.
13	Dembo, M.H. (1991) Applying Educational Psychology in the Classroom. (4 th Ed.)
14	Pintrich, P., ve Schunk, D.(1996). Motivation in education: Theory, research and applications. Upper Saddle River, NJ: Prentice Hall.

Week	Weekly Detailed Course Contents	
1	Theoretical	Concepts related to learning, main factors affecting learning
2	Theoretical	To explain the basic concepts of motivation and learning, motivation
3	Theoretical	To be able to explain the characteristics of motivated behavior
4	Theoretical	Intrinsic and extrinsic motivation
5	Theoretical	Theoretical approaches explaining motivation (Being able to comprehend the factors affecting motivation with reference to the theories explaining motivation)
6	Theoretical	Behavioral approach
7	Theoretical	Humanistic approach
8	Intermediate Exam	Mid-Term Exam
9	Theoretical	Cognitive approach -Attribution theory -Successfulness and Avoiding Failure
10	Theoretical	Social Learning
11	Practice	To be able to analyze the similarities and differences among the theories that explain motivation
12	Theoretical	The role of teachers in the implementation of approaches about motivation in schools, the points that the teacher should consider in motivating the student



13	Theoretical	Selfregulation
14	Theoretical	Deciding on case studies for situations that can motivate students
15	Final Exam	Final Exam

**Workload Calculation**

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	3	84
Assignment	1	11	3	14
Midterm Examination	1	10	3	13
Final Examination	1	10	4	14
Total Workload (Hours)				125
[Total Workload (Hours) / 25*] = <b>ECTS</b>				5

\*25 hour workload is accepted as 1 ECTS

**Learning Outcomes**

1	To know the concept of learning.
2	To know the concept of motivation.
3	To know the main features of learning and motivation.
4	To gain awareness about contemporary learning theories.
5	To use the implications of contemporary learning and motivation theories in the preparation of educational-school settings.

**Programme Outcomes (Guidance and Counseling Master)**

1	To deepen the general knowledge in the field of guidance and psychological counseling within the framework of basic theories and practices, to have a comprehensive understanding of guidance and psychological counseling theories and models
2	Ability to apply appropriate psychological counseling skills, interventions and strategies at school level by conceptualizing child and adolescent clients' problems within the framework of psychological counseling theories.
3	Establishing, maintaining and terminating the professional help relationship by making use of psychotherapeutic theories, skills and conditions so that children and adolescents can recognize, understand, accept and develop themselves.
4	Knows contemporary educational theories and approaches, using these theories and approaches while supporting the development of the individual, society and education system
5	To have an understanding of the expertise area of psychological counseling on the basis of school
6	Developing a unique understanding of psychological counseling on a school basis
7	To follow national and international publications in the field of guidance and psychological counseling and to follow scientific activities (congress, summer school programs) publications.
8	Carrying out the necessary studies for the implementation of psychological counseling and guidance programs to the life of the clients and the continuous development of the clients.
9	To be able to conduct scientific research in the field of guidance and psychological counseling.
10	Being able to pay attention to prioritizing the scientific method and perspective in their work.
11	To be able to establish and maintain the determination of guidance and psychological counseling services in school-based services in accordance with ethical principles, rules and laws.
12	Being determined to act in accordance with school psychological counseling professional identity
13	Developing culture sensitive psychological counseling skills and using them in school practices.

**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	5	4	5	5	5
P2	4	4	5	5	5
P3	4	4	5	5	5
P4	5	4	4	5	5
P5	5	5	4	5	4
P6	4	5	4	4	4
P7	5	4	4	4	4
P8	5	5	4	4	5
P9	4	5	5	5	5
P10	4	5	5	5	4
P11	4	4	5	5	5
P12	5	5	5	5	5



P13	4	5	5	4	5
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