



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Measurement and Evaluation in Education							
Course Code		EBB351		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	78 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To have knowledge of the basic concepts of measurement and evaluation, to apply measurement and evaluation method and techniques, and to be competent in developing and evaluating measurement tools used in education.							
Course Content		In this course, students gain competence for the place and importance in of measurement and evaluation in education, the basic concept of measurement and evaluation, the properties of measurement tools measurement tools (reliability, validity, usability) in education, traditional techniques of measurement and evaluation (essays, short answer exams, true-false tests, multiple choice tests, matching tests, oral exams), complementary techniques of measurement and evaluation (observation, interview, performance assessment, portfolio, projects, peer evaluation, self evaluation), the basic statistics on the results of the measurement, evaluation of learning outcomes, grading, developing measurement tools							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study, Project Based Study, Problem Solving					
Name of Lecturer(s)		- Yok -, Assoc. Prof. Gökhan AKSU, Assoc. Prof. Mehmet Taha ESER, Lec. Derya AKBAŞ, Lec. Özge BIKMAZ BİLGİN							

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	Doğan, N. (2019). Eğitimde Ölçme ve Değerlendirme. Ankara: Pegem Akademi.
2	Tekin, H. (2004). Eğitimde Ölçme ve Değerlendirme. Ankara: Yargı Yayınları
3	Turgut, M. F. ve Baykul, Y. (2010) Eğitimde Ölçme ve Değerlendirme Metotlar. Ankara: Pegem Akademi.
4	BAYKUL, Yaşar (2000). Eğitimde ve Psikolojide Ölçme. ÖSYM Yayınları, Ankara
5	Nitko, A. J. & Brookhart, S. M. (2007) Educational Assessment of Students. New Jersey: Pearson
6	Airasian, P. W. & Russell, M. K. (2008) Classroom Assessment: Concepts and Applications. New York: McGraw- Hill Higher Education.

Week	Weekly Detailed Course Contents	
1	Theoretical	Concepts related to measurement and evaluation in education
2	Theoretical	Scale and Scale types, Evaluation and types
3	Theoretical	Basic characteristics of measurement tools; Error, reliability and reliability estimation methods
4	Theoretical	Basic characteristics of measurement tools; Validity and validity estimation methods
5	Theoretical	Measuring behaviors (cognitive, affective and kinesthetic)
6	Theoretical	Traditional properties of measurement and evaluation techniques
7	Theoretical	Traditional properties of measurement and evaluation techniques
8	Intermediate Exam	Comparison of traditional and complementary measurement and evaluation techniques (MIDTERM EXAM)
9	Theoretical	Complementary measurement and evaluation techniques (Performance Assessment)
10	Theoretical	Complementary measurement and evaluation techniques (Portfolio Assessment)
11	Theoretical	Complementary measurement and evaluation techniques (Project, Structured Grid, Diagnostic Tree, Concept Map, Self-Assessment, Peer Evaluation)
12	Theoretical	Interpretation of measurement results
13	Theoretical	Statistical operations on test scores
14	Theoretical	Statistical operations on item scores



Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	2	56
Midterm Examination	1	10	1	11
Final Examination	1	10	1	11
Total Workload (Hours)				78
[Total Workload (Hours) / 25*] = ECTS				3
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	To comprehend the concepts related to measurement and evaluation in education
2	To understand the characteristics that measurement results should have in education
3	To develop measurement and evaluation tool based on traditional and complementary measurement and evaluation techniques
4	To estimate validity and reliability values of measurement results
5	To estimate statistics (test and item) required in test development
6	To measure human behaviour (cognitive, affective, kinesthetic) with appropriate techniques

Programme Outcomes (Social Studies Teacher Education)

1	To be able to gain subject knowledge of profession in theory and practice in the learning process.
2	To be able to make plans related to the subject-matter and gain the competence of using the appropriate approach, strategy, technique for the plans in the learning process.
3	To be able to gain skills of the teaching profession in the learning process.
4	To be able to implement teaching profession knowledge, skills, attitudes and habits related to the subject-matter in a real teaching and learning environment in the learning process.
5	To be able to comprehend contemporary approaches of education and the philosophies they are based on.
6	To be able to gain the basic skills such as comprehending, expressing, commenting, evaluating, being aware and enterprising, communicating, acknowledging the individual related to the subject-matter.
7	To be able to become individuals faithful to the Principles and Revolutions of Atatürk, be modern democratic, secular, protecting and developing one's country, being alive to the nation, respecting human rights, preserving the nature, not being discriminatory, giving importance to the traditions and customs, protecting the values
8	To be able to improve oneself in terms of sport, art and culture.
9	To be able to become individuals believing in lifelong learning.
10	To be able to educate individuals who keep up with developments in social, economic, technological and scientific areas, who investigate the main reasons of World problems and try to contribute to the solution of these problems.

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
P1	1	1	2	1	1	1
P2	3	1	3	1	3	1
P3	1	1	2	1	1	1
P4	2	1	3	1	1	1
P5	2	1	2	1	1	1
P6			1			

