AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Teaching of Socioscientific Issues in Science Education								
Course Code	EFS173		Couse Level	First Cycle (Bachelor's Degree)					
ECTS Credit	3	Workload	75 *(Hours)*	Theory	2	Practice	0	Laboratory	0
Objectives of the Course	The direct relationship between science and society has progressed in interaction since mankind's existence. Society is making progress in science in line with its needs, and future progress also affects community life directly or indirectly. This interaction in science and technology can not always be said to have a positive effect on society life. It is thought that it has positive and negative effects on the society life; Complex, open-ended, and uncontroversial controversial issues are known as socioscientific issues (SSI). These topics include the facts of everyday life, and in general, there are topics that are not definitive solutions. The aim of this course is to provide the students with information about the SSI, to enable them to think about these issues, and to enable them to analyze personal, local, global issues within the framework of ethical and moral values								
Course Content	This course consists of discussing social problems arising from science and technological developments in daily life, providing basic information about these subjects, teaching argument development skills based on evidence about socio-scientific issues, and informing about the use and importance of moral values when deciding on SBS. The course focuses on science technology literacy, sociological aspects, the characteristics and dimensions of SSI, the nature of SSI, the nature of scientific literacy and science, SSI and curriculum, how SSI is implemented, SSI and its argumentation.								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Discussion, Individual Study								
Name of Lecturer(s)	Lec. Hediye CAN								

Assessment Methods and Criteria		
Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

Recommended or Required Reading	
1	Sosyobilimsel konular ve öğretimi, Yazar: Mustafa Sami Topçu, Pegem Yayınevi
2	Sadler, T. D. (2009). Situated learning in science education: Socioscientific issues as contexts for practice. Studies in Science Education, 45(1), 1-42.
3	Sadler, T. D., & Zeidler, D. L. (2005). Patterns of informal reasoning in the context of socioscientific decision making. Journal of Research in Science Teaching, 42(1), 112-138.
4	Zeidler, D. L. (2014). Socioscientific Issues as a Curriculum Emphasis: Th eory, Research and Practice. In S. K. Abell & N. G. Lederman (Eds.), Handbook of Research on Science Education (pp. 697-725). Mahwa, NY: Routledge, Taylor and Francis.
5	Zeidler, D. L., Walker, K. A., Ackett, W. A., & Simmons, M. L. (2002). Tangled up in views: Beliefs in the nature of science and responses to socioscientific dilemmas. Science Education, 86(3), 343-367.

Week	Weekly Detailed Course Contents	
1	Theoretical	Science and Technology literacy
2	Theoretical	Introduction to Sociscientific Issues (SSI)
3	Theoretical	The characteristics and dimensions of the SSI
4	Theoretical	Development and history of SSI
5	Theoretical	The Importance of SSI in science education
6	Theoretical	Teaching framework for SSI teaching
7	Theoretical	Sample lesson plans for SSI teaching
8	Intermediate Exam	MIDTERM
9	Theoretical	SSI and moral perspective
10	Theoretical	SSI and social Media
11	Theoretical	SSI and argumentation
12	Theoretical	SSI and its applications
13	Theoretical	An overview of SSI
14	Theoretical	Examples of SSI
15	Theoretical	Examples of SSI

16	Final Exam	final

Workload Calculation				
Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	2	42
Assignment	3	0	1	3
Individual Work	12	0	1	12
Midterm Examination	1	6	1	7
Final Examination	1	10	1	11
			Total Workload (Hours)	75
			[Total Workload (Hours) / 25*] = **ECTS**	3
**25 hour workload is accepted as 1 ECTS*				

Learning Outcomes	
1	Recognizing the position and importance of SSI in science education
2	To know the general characteristics of SSI
3	Knowing SSI applications
4	Understanding SSI and its argumentation relationship
5	Understanding the nature of SSI and science

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 Ataturk, be modern democratic, secular, protecting and deveoping 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
P2	4
P4	4