



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Evaluation of Classroom Learning							
Course Code		OÖÖ497		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	4	Workload	104 (<i>Hours</i>)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		The aim of this course is to develop the knowledge and skills of prospective teachers about the materials they will work in the evaluation of classroom learning.							
Course Content		Measurement tools used in education and their properties; tools based on traditional approaches: written exams, short answer exams, true-false type tests, multiple choice tests, paired tests, oral examinations; tools for multi-faceted recognition of students: observation, interview, performance evaluation, student product dossier, research papers, research projects, peer review, self-assessment, attitude scales; points to be considered in the evaluation of student success; evaluation and grading of learning outcomes.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

Recommended or Required Reading

1	Ekinci, B. (Çev. Edt.). (2012). Erken çocukluk döneminde gelişim ve öğrenmenin değerlendirilmesi ve desteklenmesi. Ankara: Nobel Yayıncılık.
2	Önder, A. (Edt). (2014). Okul öncesi dönemde çocukları değerlendirme ve tanıma teknikleri. Ankara: Pegem Akademi.
3	Boz, M. (Çev. Edt). Erken çocuklukta gözlem ve değerlendirme. Ankara: Anı Yayıncılık.
4	Çetin, M. (Çev. Edt.). (2014). Öğrenen okullar. Ankara: Nobel Yayıncılık.

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to the course and plan
2	Theoretical	Measurement tools used in education and their features: formal-informal-alternative
3	Theoretical	Measurement tools used in education and their features: formal-informal-alternative
4	Theoretical	Multidimensional tools for students
5	Theoretical	Consideration in the evaluation of early childhood learning
6	Theoretical	Examination of various inventories to evaluate learning in early childhood
7	Theoretical	Examination of various inventories to evaluate learning in early childhood
8	Theoretical	Homework submission
9	Theoretical	Comparative study of tools used in early childhood assessment
10	Theoretical	Comparative study of tools used in early childhood assessment
11	Theoretical	Preparing inventory for early childhood learning
12	Theoretical	Preparing inventory for early childhood learning
13	Theoretical	Application of inventories prepared for evaluation of early childhood learning and reporting the process
14	Theoretical	Application of inventories prepared for evaluation of early childhood learning and reporting the process
15	Theoretical	Application of inventories prepared for evaluation of early childhood learning and reporting the process
16	Theoretical	Homework submission

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	2	28
Assignment	2	10	1	22



Individual Work	6	8	1	54
Total Workload (Hours)				104
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	Explains the basic approaches and techniques used in the evaluation of classroom learning.
2	Evaluates the tools used in the evaluation of classroom learning in terms of the characteristics that they should have.
3	Develops tools for different learning areas that can be used in the evaluation of classroom learning.
4	Interprets the class evaluations
5	Determines what needs to be done according to the results of the class evaluations.

Programme Outcomes (Early Childhood 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 gain the competence of using the appropriate approach, strategy, technique for the plans in the learning process, by making instructional plans related to the subject-matter.
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	L2	L3	L4	L5
P1	5	5	5	5	5
P2	5	5	5	5	5
P3	5	5	5	5	5
P4	5	5	5	5	5
P5	5	5	5	5	5
P6	5	5	5	5	5
P7	5	5	5	5	5
P8	5	5	5	5	5
P9	5	5	5	5	5
P10	5	5	5	5	5

