AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Instructional Technologies						
Course Code	EBB252		Couse Level	First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	75 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course	This course aims to inform learners about the importance and reasons for using instructional technology and material in education, selecting instructional material, visual design principles, visual, audio and audiovisual devices in education, using computer, Internet and other communication technologies and distance education.						
Course Content	The importance and reasons for using instructional technology and material in education, selecting instructional material, visual design principles, visual, audio and audiovisual devices in education, using computer, Internet and other communication technologies and distance education.						
Work Placement	N/A						
Planned Learning Activities and Teaching Methods		Explanation (Presentation), Discussion					
Name of Lecturer(s)	Assoc. Prof. İbrahim GÖKDAŞ, Lec. Ayşe YILMAZ, Lec. Fulya TORUN, Prof. Şerife AK						

Assessment Methods and Criteria

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

Recommended or Required Reading

1	Kalelioğlu, F., Cabı E., Yalçınalp S., Ersoy H., Avcı Ü. ve Ergün E. (2015). Öğretim Teknolojileri ve Materyal Tasarımı (Ed. Emine Cabı). Ankara: Pegem Akademi Yayıncılık
2	Ates, A., Basboğaoğlu, U., Çelik, L., Çeliköz, N., Erisen, Y., Oral, B., Taslı, H., Tekinarslan, E, ve Yağcı, E. (2007). Öğretim Teknolojileri ve Materyal Tasarımı. (Ed.) Demirel, Ö. ve Altun, E. Ankara: Pegem A yayıncılık
3	Heinich, R., Molenda, M., Russell, J. D. & Smaldino, S. E. (2002). Instructional Media and Technologies for Learning (7th edition).London: Pearson Education Inc.
4	Kabakçı-Yurdakul, Işıl. (2013).Teknopedagojik Eğitime Dayalı Öğretim Teknolojileri ve Materyal Tasarımı. Anı Yayıncılık.
5	Selvi, K. (2008), Öğretim Teknolojileri ve Materyal Tasarımı. Ankara: Anı Yayıncılık
6	Yalın, H. İ. (2002). Öğretim Teknolojileri ve Materyal Geliştirme (7. Baskı). Ankara: Nobel Yayın.
7	Demirel, Ö. ve Eralp Altun.(2007). Öğretim Teknolojileri ve Materyal Tasarımı. Ankara Pegem –A Yayınları.
8	Uşun, S. (2006). Öğretim Teknolojileri ve Materyal Tasarımı. Ankara Nobel Yayın Dağıtım.
9	Yıldız, R. (2004).Öğretim Teknolojileri ve Materyal Geliştirme. Konya: Nobel Yayın Dağıtım.

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic Concepts in Instructional Technology and historical process
2	Theoretical	Theoretical foundations and new directions in ınstructional technologies
3	Theoretical	Basic elements of communication process and its relationship between instructional technology.
4	Theoretical	Classification of Instructional Technologies
5	Theoretical	Instructional technologies as tools and materials.
6	Theoretical	Types of instructional materials and intended use.
7	Theoretical	Visual material design: design elements, design principles.
8	Intermediate Exam	Midterm
9	Theoretical	Instructional Tools and Instruments
10	Theoretical	Computers in education, educational software development and distance learning tools

11	Theoretical	Educational software types and examples.
12	Theoretical	Contemporary Literacy
13	Theoretical	Design of Instructional Material
14	Theoretical	Construction Of Object Repository Related to the Field
15	Theoretical	Criteria of Evaluation of İnstructional Materials
16	Final Exam	Final exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70
Midterm Examination	1	1	1	2
Final Examination	1	2	1	3
			Total Workload (Hours)	75
			[Total Workload (Hours) / 25*] = **ECTS**	3

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Define basic concepts in instructional technologies
2	Explain the theoretical approaches and historical development process of instructional technologies.
3	Classify instructional technologies.
4	Explains the principles of visual design.
5	Know and get skills in contemporary literacy
6	Develop instructional materials that are in line with visual design principles.
7	Analyze instructional materials according to evaluation criteria

Programme Outcomes *(Science 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, method and technique for the instructional plans to be prepared in the learning process.
3	To be able to gain the 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 philosophy 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 gain the vision of being 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 solutions of these problems.

Contribution of Learning Outcomes to Programme Outcomes *1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High*

	L1	L2	L4	L5	L6	L7
P1	5	5	5	5	4	5
P2	5	5	5	5	5	5
P3	5	5	5	5	5	5
P4		5	5	5	5	5
P5	5	5	4	5	5	4
P6	5	5	5	5	5	4
P7	5	4	4	4	5	4
P8	5	4	4	4	5	5
P9	4	5	5	5	5	5

| P10 | 5 | 5 | 5 | 5 | 5 | 5 |