AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Turkish Education History								
Course Code	EBB254		Couse Level	First Cycle (Bachelor's Degree)					
ECTS Credit	3	Workload	76 *(Hours)*	Theory	2	Practice	0	Laboratory	0
Objectives of the Course	At the end of this course, the students; 1) Understand the general features of the Turkish education system from 1970 until today. 2) Comprehend the general features of the Ottoman education system. 3) Explain famous educators and their contributions to the Turkish education system. 4) Compare the Turkish education system before and after Islam. 5) Describe the meaning of education and instruction and have a clear conception about the content of history of Turkish education.								
Course Content	the general features of the Turkish education system from 1970 until today, the general features of the Ottoman education system, famous educators and their contributions to the Turkish education system, the Turkish education system before and after Islam, the meaning of education and instruction and have a clear conception about the content of history of Turkish education.								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion								
Name of Lecturer(s)	Lec. Adil Adnan ÖZTÜRK								

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

Recommended or Required Reading	
1	Koçer, H.A. (1987). Türkiye'de Modern Eğitimin Doğuşu Ve Gelişimi: Ankara: Uzman Yayınları.
2	Akyüz, Y. (2007). Türk Eğitim Tarihi. Ankara: Pegem Yayınları
3	Ergün, M. (1982). Atatürk Devri Türk Eğitimi: Ankara: Ankara Üniversitesi Dil Ve Tarih-Coğrafya Fakültesi

Week	Weekly Detailed Course Contents	
1	Theoretical	Concepts of Education and Instruction, the Variation of These Concepts in History
2	Theoretical	History of Turkish Education Before Islam
3	Theoretical	Other Cultures and Their Influences on the Turkish Education Before Islam
4	Theoretical	Education of Karahanlı Years, the Importance of Farabi, İbn-I Sina, Kaşgarlı Mahmut for Turkish Education System
5	Theoretical	Turkish Education in Seljuks and in Some Other Turkish Dynasties That Ruled From 12th to the 14th Centuries
6	Theoretical	Turkish Education in the Beginning of Ottoman Period, The Madrasa System, Comparison With European Universities
7	Theoretical	Public Education, Education in Palace, Military Education, Education in Minority and Foreign Schools
8	Intermediate Exam	Midterm Exam
9	Theoretical	Education in Selcuklu's Period, Comparison of The Educaiton Between Meşrutiyet and Mutlakiyet Period
10	Theoretical	The Importance of Emrullah Efendi, Satı Bey, Prens Sabahattin, İsmail Hakkı Baltacıoğlu for Turkish Education System, National Awareness and The Effect Of Teachers To Education
11	Theoretical	Tevhid-I Tedrisat, the Importance of Atatürk for Turkish Education System.
12	Theoretical	Elementary Education, Secondary Education, Private Education and Educational Organization in Turkish Republic
13	Theoretical	Village Institutes and The Policy of Teacher Training in Republican Era
14	Theoretical	Urban enstitutes
15	Theoretical	Evaluation of the course and the term
16	Final Exam	Midterm exam

Workload Calculation				
Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	2	70
Midterm Examination	1	2	1	3
Final Examination	1	2	1	3
			Total Workload (Hours)	76
			[Total Workload (Hours) / 25*] = **ECTS**	3
**25 hour workload is accepted as 1 ECTS*				

Learning Outcomes	
1	Understand the general features of the Turkish education system from 1970 until today.
2	Comprehend the general features of the Ottoman education system
3	Explain famous educators and their contributions to the Turkish education system
4	Compare the Turkish education system before and after Islam
5	Describe the meaning of education and instruction and have a clear conception about the content of history of Turkish education

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	L3	L4	L5
P1	5	5	5	4	5
P2	5	4	4	4	5
P3	4	5		4	5
P4	4	4		4	5
P5	5	5	5	4	4
P6	5	4		4	5
P7	5	5	5	5	5
P8	5	4	5	4	5
P9	5	5	5	4	5
P10	5	4	5	4	5