| **#** | **Key Learning Outcomes** |
| --- | --- |
| 1 | explain how Social Studies facilitate human life. |
| 2 | explain the importance of universality and humanity. |
| 3 | comprehend the importance of Social Studies for national pride. |
| 4 | realize the importance of Social Studies in educating individuals in accordance with a country\'s form of government. |
| 5 | explain political, economic and cultural developmentsthrough Social Studies. |
| 6 | have knowledge in the discipline of history. |
| 7 | have knowledge in the discipline of geography. |
| 8 | have knowledge in the discipline of sociology. |
| 9 | have knowledge in the discipline of psychology. |
| 10 | have knowledge in the discipline of philosophy. |
| 11 | have knowledge in the discipline of anthropology. |
| 12 | have knowledge in the discipline of archaeology. |
| 13 | have knowledge in the discipline of political science. |
| 14 | have knowledge in the discipline of economy. |
| 15 | use knowledge of social sciences in an integrated manner. |
| 16 | do scientific research identifying problems in Social Sciences education. |
| 17 | plan learning-teaching processes. |
| 18 | employstrategies, methods and techniques of Social Studies teaching. |
| 19 | identify and use instructional toolsof Social Studies. |
| 20 | make use of new technologies in Social Studies education. |
| 21 | have social, scientific and ethical values related to Social Studies education. |
| 22 | identifyprofessional competence, and work on weaknesses. |
| 23 | have general cultural knowledge. |
| 24 | have knowledge and skills related to education management. |
| 25 | take up the leader role in cooperation with society. |
| 26 | carry out multiple assessments in Social Studies. |
| 27 | make use ofappropriate applications considering studentswith special needs |
| 28 | explain effects and importance of Ataturk\'s principles and revolutions on political, social, cultural and economic development of society. |
| 29 | be informedabout development and learning characteristics of students and cooperate with parents. |
| 30 | have effective communication skills. |
| 31 | recognize meaning and importance of nationaldays and ceremonies,as well asmanagement and organization of ceremonies. |

**0 : Does not support   1 : Low-level support   2 : Mid-level support   3 : Top level support**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Field Qualifications** | [**1**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**2**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**3**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**4**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**5**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**6**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**7**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**8**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**9**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**10**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**11**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**12**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**13**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**14**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**15**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**16**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**17**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**18**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**19**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**20**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**21**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**22**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**23**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**24**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**25**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**26**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**27**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**28**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**29**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**30**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) | [**31**](https://abp.anadolu.edu.tr/en/program/alanProgramIliski/1989/15) |
| Behave according to democracy, human rights, social, scientific and vocational ethical values | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Participate in and behave according to quality management and its processes | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 0 |
| Follow the information in their field of study and communicate with their colleagues using a foreign language at least at B1 level of European Language Portfolio. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Serve as a model for the society with their appearance, attitude, behavior and actions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 2 | 0 |
| Live in different cultures and adapt to social life | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| Use information and communication technologies at the advanced level of the European Computer Driving License | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Share their ideas and solution offers for the problems supporting with quantitative and qualitative data with specialists and non-specialists | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Inform related people and institutions about the issues related to the field of study | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 2 |
| Plan and apply vocational projects and activities for their social environment in which they live in with sense of social responsibility | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 2 | 0 | 0 | 0 | 1 | 1 | 2 |
| Show their awareness of current events/developments of the society and the world and follow them | 2 | 2 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 3 | 0 | 0 | 2 | 1 | 1 | 2 |
| Use the ways of reaching information sources effectively | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Attend cultural and art activities actively | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 2 |
| Develop a positive attitude towards lifelong-learning | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| Identify their learning needs and monitor their learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 1 | 1 | 0 | 1 | 0 | 2 | 1 | 0 |
| Evaluate the acquired information and skills critically | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| Take responsibility as an individual and a member of the team in order to solve the complex problems which are faced in practice and unforeseen | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| Know themselves individually, manipulate their creativity and strengths and improve weaknesses | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 3 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| Take responsibility in individual and group studies and efficiently fulfill the duty | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 0 | 2 | 3 | 0 | 1 | 0 | 3 | 2 | 0 |
| Multilaterally assess the achievements of the student using different methods | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 3 | 2 | 0 | 2 | 1 | 0 |
| Develop material which suits the field of subject and the needs of the student | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 3 | 3 | 0 | 2 | 1 | 1 | 0 | 0 | 2 | 0 | 1 | 0 | 0 |
| Conceptualize, analyze and evaluate events and cases in the field of study through scientific methods and techniques | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Use advanced information sources in their field of study | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 1 |
| Recognize national and international cultures | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Demonstrate knowledge about the development, learning characteristics and difficulties of their students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 2 | 0 | 3 | 1 | 0 |
| Demonstrate knowledge about teaching programs, strategies, methods and techniques and assessment and evaluation in their field of study | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 3 | 1 | 1 |
| Discuss the methods related to the production of scientific information | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Demonstrate knowledge about the evaluation of the nature, source, borders, correctness, reliability and validity of the information | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |  |  |  |
| Comprehend the concepts in their field of study and the relationships among these concepts; based upon the qualifications gained in their secondary education | 1 | 0 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Form individual and institutional interaction in order to provide and sustain a secure school environment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Apply the most suitable teaching strategies, methods and techniques considering the developmental characteristics, individual differences of their students, characteristics and outcomes of the subject field | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 3 | 2 | 1 |
| Identify, analyze the problems related to their field of study and develop solution offers based on proof and research | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Have enough awareness about environmental protection and labor safety | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Are aware of national and international consciousnesses defined in the Basic Law of National Education | 1 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 2 |
| Behave according to laws, legislation and regulation related to their individual and areal duty, right and liabilities. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |

**0 : Does not support   1 : Low-level support   2 : Mid-level support   3 : Top level support**

**0 : Does not support   1 : Low-level support   2 : Mid-level support   3 : Top level support**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key Learning Outcomes** | [**1**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**2**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**3**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**4**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**5**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**6**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**7**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**8**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**9**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**10**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**11**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**12**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**13**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**14**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**15**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**16**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**17**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**18**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**19**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**20**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**21**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**22**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**23**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**24**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**25**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**26**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**27**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**28**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**29**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**30**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) | [**31**](https://abp.anadolu.edu.tr/en/program/dersProgramIliski/1989/14) |
| Social Anthropology and History of Civilisation | 3 | 3 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 1 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 3 | 0 | 2 | 3 |
| Information Technologies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| General Physical Geography | 3 | 2 | 3 | 2 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 0 | 0 | 1 | 0 |
| World Geography |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human and Economic Geography of Turkey | 2 | 2 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 0 | 2 | 0 | 2 | 0 |
| Turkey’s Physical Geography | 3 | 3 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 3 | 3 | 2 | 2 | 3 | 0 | 3 | 1 | 0 | 1 | 1 | 2 | 0 |
| Turkey's Human and Economic Geography | 1 | 2 | 2 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 1 | 0 | 1 | 0 | 1 | 0 | 2 | 3 | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 1 |
| Disasters and Disaster Management | 0 | 1 | 2 | 0 | 0 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 0 | 2 | 0 | 0 | 3 | 1 | 3 | 1 | 0 | 3 |
| Map Information and Applications | 1 | 2 | 2 | 2 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| Turkish Legal System | 2 | 2 | 2 | 3 | 3 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 3 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 2 | 2 | 2 | 0 | 3 | 2 | 0 | 2 | 0 | 3 | 1 |
| Turkey's Economic Structure | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 0 | 3 | 1 | 0 | 1 |
| Out-of-school Learning Environments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Economics and Entrepreneurship | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 0 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 0 | 1 | 1 | 2 | 1 |
| Cultural Activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Culture and Language | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Turkish Music | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 0 | 2 | 2 | 2 | 3 | 1 | 3 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 1 | 0 | 1 | 0 | 2 | 0 | 0 | 0 |
| History of Turkish Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Special Education | 1 | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 2 | 2 | 3 | 2 | 2 | 1 | 3 | 3 | 2 | 3 | 1 |
| Extra Curricular Activities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Introduction to Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Educational Psychology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teaching Principles and Methods | 0 | 3 | 1 | 0 | 0 | 1 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 |
| Curriculum Development in Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Methodology in the Area of Specialization II |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Classroom Management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Measurement and Evaluation in Education | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 3 | 2 | 1 | 2 | 0 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Attention Defict and Hyperactivity Disorder | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 3 | 3 | 0 | 0 | 3 | 3 | 3 | 0 | 0 | 3 | 0 | 3 | 3 | 0 |
| Turkish Education and School Adminstration | 1 | 2 | 2 | 3 | 3 | 1 | 1 | 2 | 2 | 2 | 1 | 0 | 2 | 3 | 2 | 0 | 1 | 1 | 0 | 0 | 2 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 2 | 3 |
| School Experience | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
| Curriculum Development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Guidance in Schools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Open and Distance Learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Art and Aesthetics | 1 | 2 | 1 | 1 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 |
| Art and Aesthetics | 1 | 2 | 1 | 1 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 |
| Art and Museum Education | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 1 | 2 | 3 | 0 | 0 | 1 | 0 | 3 | 0 | 1 | 2 | 1 | 1 | 3 | 3 | 0 | 0 | 1 | 1 | 3 | 3 | 0 |
| Basics of Social Sciences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Basics of Social Studies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social Studies Learning and Teaching Approaches | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| Social Studies Curricula | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| Science, Technology and Society | 2 | 2 | 1 | 0 | 2 | 3 | 1 | 2 | 1 | 1 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 1 | 2 | 0 | 1 | 1 | 1 | 2 | 1 |
| Citizenship Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social Studies Textbook Review | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 1 |
| New and Modern Age History | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Human Rigths and Democracy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ottoman History and Civilization I | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Social Studies Teaching I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evaluation of Classroom Learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 1 | 0 | 0 |
| Local-Child Games in Social Studies Education | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Material Design in Social Studies Education | 2 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 0 | 2 | 2 | 3 | 3 | 1 | 2 | 1 | 1 | 0 | 1 | 2 | 1 | 1 | 1 | 0 |
| Current Issues | 0 | 3 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| Examinations of Social Studies Course Book | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 0 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 0 | 0 | 2 | 1 | 1 | 1 | 1 | 1 |
| Media Literacy and Education | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 0 | 0 | 0 | 2 | 0 |
| Teaching Practice I | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 0 |
| Pre-Islamic Turkish History and Culture | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Atatürk's Principles and History of Turkish Revolution I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| History of the First Turkish-Islamic States | 1 | 2 | 2 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 1 |
| Medieval History | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ottoman History I | 1 | 0 | 1 | 1 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| New and Near Ages History | 1 | 1 | 1 | 1 | 3 | 3 | 2 | 0 | 0 | 0 | 1 | 1 | 2 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| History of Turkish Republic I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| History of the Republic of Turkey I | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 1 | 2 | 2 | 0 | 0 | 3 | 0 | 1 | 3 |
| Community Services | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 |
| Drama in Education | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 1 | 1 | 1 | 2 | 0 | 1 | 0 | 0 | 2 | 1 |
| Turkish I | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

**0 : Does not support   1 : Low-level support   2 : Mid-level support   3 : Top level support**