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| **Doctorate Program in Primary Education** |
| **Code** | **Course Name** | **ECTS** | **T+A+C** | **C/E** | **Language** |
| **Fall Semester (I. Semester)** |
| 546011012 | Qualitative Research in Education | 7.5 | 3+0+3 | Z | Türkçe |
| 546011013 | Models and Approaches in the Learning-Teaching Process | 7.5 | 3+0+3 | S | Türkçe |
| 546011015 | Current Problems and Future Perspectives in Classroom Teaching | 7.5 | 3+0+3 | S | Türkçe |
| **Total Credit** | **22.5** | **9** |  |  |
| **Spring Semester (II. Semester)** |
|  546012007 | Multivariate Statistical Techniques in Education | 7.5 | 3+0+3 | Z | Türkçe |
|  546012008 | Learning-Teaching Styles and Strategies | 7.5 | 3+0+3 | S | Türkçe |
| 546012010 | Teaching Turkish as a Foreign Language and as a Second Language | 7.5 | 3+0+3 | S | Türkçe |
| 546012011 | Approaches to Curriculum Development in Primary Schools | 7.5 | 3+0+3 | S | Türkçe |
| 546012012 | Learning Environment Studies | 7.5 | 3+0+3 | S | Türkçe |
| **Total Credit** | **22.5** | **9** |  |  |
| **Fall Semester (III Semester)** |
| 546011018  | Seminar in Primary Education | 7.5 | 0+3+0 | Z | Türkçe |
| 546011019 | Classroom Teacher Training Models in the World and in Turkey | 7.5 | 3+0+3 | S | Türkçe |
| 546011020 | New Approaches in Teaching Turkish | 7.5 | 3+0+3 | S | Türkçe |
| 546011022 | Project Preparation | 7.5 | 3+0+3 | S | Türkçe |
| **Total Credit** | **22.5** | **9** |  |  |
| **Spring Semester (IV. Semester)** |
| 546011701 | Doctorate Qualification | 30 | 0+1+0 | Z | Türkçe |
| **Total Credit** | **30** | **0** |  |  |
| **Fall Semester ( V. Semester)** |
| 546011601 | Thesis Proposal | 25 | 0+1+0 | Z | Türkçe |
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| **Total Credit** | **30** | **0** |  |  |

 |
| **Spring Semester (VI. Semester))** |
| 546012701 | Doctoral Thesis Study | 25 | 0+1+0 | Z | Türkçe |
| 546011901 | Specialization Field Course | 5 | 3+0+0 | Z | Türkçe |
| **Total Credit** | **30** | **0** |  |  |

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (İngilizce)**  |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 5546011015 | **COURSE NAME** | Current Problems and Future Perspectives in Primary School Teacher Teaching |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| I | 3 | 0 | 0 | 3 | 7.5 | COMPULSORY [ ]  ELECTIVE [x]  | Turkish |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       | X |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term |       |       |
| Quiz |       |       |
| Homework | X | 25 |
| Project |       |       |
| Report |       |       |
| Others (     ) | X | 25 |
| **FINAL EXAM** |       |       | 50 |
| **PREREQUIEITE(S)** |       |
| **COURSE DESCRIPTION** | The structure of classroom teaching, the characteristics of primary school teacher teaching, the history of classroom teaching, the problems of primary school teacher teaching (legal, political, social, economic, cultural, geographical etc.), short and long term solution suggestions regarding the problems, the situation of classroom teachers in our country and the training, employment and in-service training of classroom teachers, the problems encountered before and after the service of classroom teaching and the solution suggestions, the future of primary scool teacher teaching. |
| **COURSE OBJECTIVES** | To enable students to realize the basic and current problems in primary school teacher teaching from a scientific perspective and to produce solution suggestions for these problems. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | By getting to know the field of primary school teacher teaching and the problems experienced from different perspectives; providing the ability to define and describe problems and design and implement appropriate scientific solutions. |
| **COURSE OUTCOMES** | • Understands the basic concepts of primary school teacherteaching and the structure and characteristics of teaching.• Recognizes the history of primary school teacher teaching and what happened in the process.• Gains an opinion on the problems of primary school teacher teaching in the world and in Turkey.• Produces short, medium and long term solutions to the problems experienced in primary school teacher teaching.• Learns about classroom teacher training, employment, in-service training and what happened in Turkey.• Gains an opinion on the future of primary school teacher teaching and classroom teaching in the future. |
| **TEXTBOOK** | • Stone, G. (2022). Professionalism in primary teaching. London: Sage Publications |
| **OTHER REFERENCES** | • Akdemir, A. S. (2013). Türkiye’de Öğretmen yetiştirme programlarının tarihçesi ve sorunları. Electronic Turkish Studies, 8(12), 15-28.• Anılan, H. ve Kayacan, G. (2015). Sınıf öğretmenlerinin gözüyle kaynaştırma eğitimi gerçeği. Bartın University Journal of Faculty of Education, 74-90.• Aydın, R., Şahin, H. ve Topal, T. (2008).Türkiye’de ilköğretime sınıf öğretmeni yetiştirmede nitelik arayışları. Türkiye Sosyal Araştırmalar Dergisi, 12(2), 119-142.• Büyükalan Filiz, S. ve Aydın, E. (2018). Sınıf öğretmenlerinin sorunları: Sınıf öğretmenlerinin deneyimlerine dayalı bir araştırma, Çukurova Üniversitesi Eğitim Fakültesi Dergisi, 47(2), 538-565.• Çam Aktaş, B. (2016). Sınıf öğretmeni adaylarının mesleki yaşamlarında karşılaşabileceklerini düşündükleri sorunlar, Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 38, 16-30. • Doğan, C. (2005). Türkiyede sınıf öğretmeni yetiştirme politikaları ve sorunları. Bilig: Journal of Social Sciences of The Turkish World, 35, 133-149.• Erden, H. ve Erden, A. (2019). KKTC Eğitim Sisteminde Yaşanan Güncel Sorunlar. Sakarya University Journal of Education, 9(2), 282-303.• Habaci, I., Karataş, E., Adıgüzelli, F., Ürker, A. ve Atıcı, R. (2013). Öğretmenlerin güncel sorunları. Electronic Turkish Studies, 8(6), 263-277.• Toker Gökçe, A. (2013). Sınıf öğretmenlerinin adaylık dönemlerinde yaşadıkları mesleki sorunlar, Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, 21, 137-156. |
| **TOOLS AND EQUIPMENTS REQUIRED** |       |
| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Basic concepts related to primary school teacher |
| 2 | Structure and characteristics of primary school teacher |
| 3 | History of primary school teacherand experiences, |
| 4 | Problems of primary school teacherin the world (legal, political, social, economic, cultural, geographical etc.), |
| 5 | Problems of primary school teacherin Turkey (legal, political, social, economic, cultural, geographical etc.), |
| 6 | Problems ofprimary school teacher in Turkey (legal, political, social, economic, cultural, geographical etc.), |
| 7-8 |       |
| 9 | What could be the short, medium and long term solutions to the problems experienced in primary school teacher teaching? (legal, political, social, economic, cultural, geographical etc.), |
| 10 | What could be the short, medium and long term solutions to the problems experienced in primary school teacherteaching? (legal, political, social, economic, cultural, geographical etc.), |
| 11 |  Primary school teachertraining, employment, in-service training and experiences in Turkey |
| 12 |  Primary school teacherteacher training, employment, in-service training and experiences in Turkey |
| 13 | Primary school teacherteaching in the future (possible developments and changes in the short, medium and long term) |
| 14 | Primary school teacherteaching in the future (possible developments and changes in the short, medium and long term) |
| 15-16 |       |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | [ ]  | [x]  | [ ]  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | [x]  | [ ]  | [ ]  |
| 3 | Produce original information by accessing current information in the field of primary school education. | [ ]  | [x]  | [ ]  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | [ ]  | [x]  | [ ]  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. | [x]  | [ ]  | [ ]  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | [ ]  | [x]  | [ ]  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education | [x]  | [ ]  | [ ]  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education | [ ]  | [x]  | [ ]  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. | [x]  | [ ]  | [ ]  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. | [x]  | [ ]  | [ ]  |
| 11 |       | [ ]  | [ ]  | [ ]  |
| 12 |       | [ ]  | [ ]  | [ ]  |
| 13 |       | [ ]  | [ ]  | [ ]  |
| 14 |       | [ ]  | [ ]  | [ ]  |
| 15 |       | [ ]  | [ ]  | [ ]  |
| 16 |       | [ ]  | [ ]  | [ ]  |
| 17 |       | [ ]  | [ ]  | [ ]  |
| 18 |       | [ ]  | [ ]  | [ ]  |
| 19 |       | [ ]  | [ ]  | [ ]  |
| 20 |       | [ ]  | [ ]  | [ ]  |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

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| **SEMESTER** | Autumn/Spring |

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| **COURSE CODE** | 546012011 | **COURSE NAME** | Program Development and Approaches in Primary Schools |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| III | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY  ELECTIVE X | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |      %100 |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |       |       |
| Homework |  1    |  25      |
| Project |       |       |
| Report |       |       |
| Others APPLICATION      |   1     |   25     |
| **FINAL EXAM** | HOMEWORK | 1 | 50 |
| **PREREQUIEITE(S)** |  |
| **COURSE DESCRIPTION** | Basic concepts related to program development, theoretical foundations of program development, program development designs and approaches, history of program development studies in the world and in Turkey, planning of program development, needs analysis approaches, basic components of the program development process, examination of primary school programs in Turkey, primary school programs and their characteristics. |
| **COURSE OBJECTIVES** | To provide students with skills related to the program development process by ensuring that they have knowledge of the basic concepts and approaches to program development with a scientific understanding. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Examining the primary school programs implemented in Turkey from past to present in terms of program development processes and recognizing their characteristics. |
| **COURSE OUTCOMES** | Recognizes the basic concepts and theoretical foundations of program development.Acquires information about the history and processes of program development in the world and in Turkey.Comprehends program development designs and models.Recognizes the basic elements and functions of the program development process and evaluates them in the context of existing programs. |
| **TEXTBOOK** | * Demirel, Ö. (2020). *Eğitimde program geliştirme (29. Baskı).* Ankara: Pegem Akademi.
* Fer, S. (2019). *Eğitimde program geliştirme kuramsal temellere bakış*. Ankara: Pegem Akademi.
 |
| **OTHER REFERENCES** | * Hawes, H. W. R. (1972). *Planning the primary school curriculum in developing countries*. https://unesdoc.unesco.org/ark:/48223/pf0000002197
* Gültekin, M. (2020). *Cumhuriyet dönemi ilkokul programları.* Ankara: Pegem Akademi.
* Male, B. (2012). *The primary curriculum design handbook preparing our children for the 21st century.* London: Continuum International Publishing Group.
* Oliva, P. F. (2009). *Developing the curriculum (7th ed.).* Boston, MA: Allyn & Bacon, Inc.
* Oral, B. ve Yazar, T. (2020). *Eğitimde program geliştirme ve değerlendirme.* Ankara: Pegem Akademi.
* Şeker, H. (2019).*Eğitimde program geliştirme: Kavramlar yaklaşımlar (5. Baskı)*. Ankara: Anı Yayıncılık.
 |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |
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| **COURSE SYLLABUS** |
| --- |
| **WEEK** | **TOPICS**  |
| 1 | Basic concepts related to program development |
| 2 | Theoretical foundations of program development |
| 3 | Program development in the world |
| 4 | Program development in Turkey |
| 5 | Educational program designs and models |
| 6 | Educational program designs and models |
| 7 | Educational program designs and models |
|  |      Midterm exam |
| 8 | Planning program development |
| 9 | Needs Assessment Approaches |
| 10 | Basic elements of the program development process |
| 11 | Basic elements of the program development process |
| 12 | Examination of primary school programs implemented in Turkey |
| 13 | Examination of primary school programs implemented in Turkey |
| 14 | Examination of primary school programs implemented in Turkey |
| 15-16 |      Final exams |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. |  | **x** |  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. |  | **x** |  |
| 3 | Produce original information by accessing current information in the field of primary school education. |  | **x** |  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. |  | **x** |  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. |  | **x** |  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | **x** |  |  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. | **x** |  |  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education |  | **x** |  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. |  | **x** |  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. |  | **x** |  |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
|  |  |  |  |  |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

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| **SEMESTER** | Autumn/Spring |

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| **COURSE CODE** | 546012012 | **COURSE NAME** | Learning Environment Studies |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| II | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY  ELECTIVE X | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |      %100 |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |       |       |
| Homework |       |       |
| Project |       |       |
| Report |       |       |
| Others (     ) |       |       |
| **FINAL EXAM** | HOMEWORK | 1 | 60 |
| **PREREQUIEITE(S)** |  |
| **COURSE DESCRIPTION** | Within the scope of the course, some inventories and scales frequently used in the literature in learning environment studies will be introduced to the participants and application examples will be presented on how and in what way these tools can be used. In addition, studies will be conducted on qualitative research methods and mixed design studies in learning environment studies and examples of research conducted in this type. At the end of the course, students will conduct a study on the learning environment research field. |
| **COURSE OBJECTIVES** | This course aims to raise awareness among students about the variables and characteristics of the learning environment, which is emphasized in the sub-research field called learning environment research in the literature on educational research, and the effects of these characteristics that constitute the learning environment on the effectiveness of education and student achievements. Out-of-school learning environments are also part of this course content. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Mastering learning environments and the teaching and learning process in these environments |
| **COURSE OUTCOMES** | Knowing the learning environments within the scope of the curriculum |
| **TEXTBOOK** | Arnas, A. Y. (2020). Çocuk merkezli öğrenme ortamları, Pegem A. Ankara |
| **OTHER REFERENCES** | Sekman, M. (2020). Kesintisiz öğrenme, Alfa yayıncılık, Ankara |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |
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| **COURSE SYLLABUS** |
| --- |
| **WEEK** | **TOPICS**  |
| 1 | Concepts of learning and education  |
| 2 | Scope and importance of learning environments |
| 3 |  Uninterrupted and everywhere learning  |
| 4 | Different learning and teaching environments |
| 5 |  Appropriate learning experiences in learning and teaching environments  |
| 6 | Out-of-school learning environments |
| 7 | Out-of-school learning environments |
|  |      Midterm exam |
| 8 | Expansion of out-of-school learning environments  |
| 9 | Scientific studies on learning environments |
| 10 |  Web-based environment studies |
| 11 | Distance education environment studies |
| 12 |  Development and evaluation of learning environments  |
| 13 | Digital learning and teaching environments |
| 14 | Digital learning and teaching environments |
| 15-16 |      Final exams |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. |  | **x** |  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | **x** |  |  |
| 3 | Produce original information by accessing current information in the field of primary school education. | **x** |  |  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | **x** |  |  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. | **x** |  |  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information |  | **x** |  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. |  | **x** |  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education | **x** |  |  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. |  | **x** |  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. | **X** |  |  |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
|  |  |  |  |  |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

|  |  |
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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

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| --- | --- |
| **SEMESTER** | Fall |

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| **COURSE CODE** | 546011019 | **COURSE NAME** | Classroom Teacher Training Models in the World and in Turkey |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| III | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY ☐ ELECTIVE ☒ | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |       |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |       |       |
| Homework |       |       |
| Project |       |       |
| Report |       |       |
| Others (     ) |       |       |
| **FINAL EXAM** | HOMEWORK | 1 | 60 |
| **PREREQUIEITE(S)** |       |
| **COURSE DESCRIPTION** | A general overview of classroom teacher training models in the world and in Turkey, teacher training model in Village Institutes, classroom teacher training model in teacher training schools, classroom teacher training model in education faculties, classroom teacher training model in the Netherlands, classroom teacher training model in Germany, classroom teacher training model in France, classroom teacher training model in England, classroom teacher training model in Finland, classroom teacher training model in Japan, classroom teacher training model in America, classroom teacher training model in America, classroom teacher training model in African countries. |
| **COURSE OBJECTIVES** | The aim of this course is to enable classroom teaching doctoral students to develop an original model based on classroom teacher training models in the world and in Turkey. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Gaining the ability to examine and evaluate the classroom teacher training models, traditions and approaches in the world and in Turkey from a comparative perspective. |
| **COURSE OUTCOMES** | Acquires basic concepts related to teacher training Recognizes classroom teacher training models in the world and in Turkey Comprehends classroom teacher training methods applied from past to present in Turkey Recognizes classroom teacher training practices in European, American, Asian and African countries and Turkish Republics |
| **TEXTBOOK** | * Cave, P. (2007). *Primary school in Japan: Self, individuality and learning in elementary education*. Routledge.
* Darling-Hammond, L., & Lieberman, A. (2013). *Teacher education around the world*. Routledge.
 |
| **OTHER REFERENCES** | * Aytaç, A., & Er, K. O. (2018). Türkiye’de ve Finlandiya’da hizmet öncesi sınıf öğretmeni yetiştirme programlarındaki öğretmenlik uygulamalarının karşılaştırılması. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, *4*(2), 10-19.
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* Genç, S. Z. (2005). Sınıf öğretmeni yetiştirme meselemiz. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi*, (11), 86-99.
* Gültekin, M., & İra, G. Ö. (2019). Amerika Birleşik Devletleri, Japonya, Singapur ve Finlandiya’nın sınıf öğretmeni yetiştirme sistemleri. *International Journal of New Trends in Arts, Sports & Science Education (IJTASE)*, *8*(4), 126-140.
* Hamano, T. (2008). Educational reform and teacher education in Vietnam. *Journal of Education for Teaching*, *34*(4), 397-410.
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* Malinen, O. P., Väisänen, P., & Savolainen, H. (2012). Teacher education in Finland: a review of a national effort for preparing teachers for the future. *Curriculum Journal*, *23*(4), 567-584.
* Niemi, H., & Jakku-Sihvonen, R. (2009). Teacher education curriculum of secondary school teachers. *Revista de educacion*, *350*, 173-202.
* Senemoğlu, N. (2003). Türkiye'de sınıf öğretmeni yetiştirme uygulamaları, sorunlar, öneriler. *Süleyman Demirel Üniversitesi Burdur Eğitim Fakültesi Dergisi*, *4*(5), 154-193.
* Suryani, A. (2021). “I chose teacher education because…”: a look into Indonesian future teachers. *Asia Pacific Journal of Education*, *41*(1), 70-88.
* Tarman, B. (2010). Global perspectives and challenges on teacher education in Turkey. *International Journal of Arts & Sciences (IJAS)*, *3*(17), 78-96.
* Tatto, M. T., Nielsen, H. D., Cummings, W., Kularatna, N. G., & Dharmadasa, K. H. (1993). Comparing the effectiveness and costs of different approaches for educating primary school teachers in Sri Lanka. *Teaching and Teacher Education*, *9*(1), 41-64.
* Uzeirli, E., & Kılıçoğlu, G. (2021). Türkiye ve Azerbaycan’da Sınıf Öğretmeni Yetiştirme Sürecinin İncelenmesi. *Eğitim Ve Bilim*, *46*(207).
* Wragg, E. C. (2002). *Primary teaching skills*. Routledge.
 |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |
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| **COURSE SYLLABUS** |
| --- |
| **WEEK** | **TOPICS**  |
| 1 | Basic concepts related to teacher training  |
| 2 | A general look at teacher training models in the world and Turkey, |
| 3 |  Classroom teacher training models in the world and Turkey  |
| 4 | Classroom teacher training in Village Institutes  |
| 5 | Classroom teacher training in teacher training schools  |
| 6 | Classroom teacher training in faculties of education |
| 7 | Classroom teacher training in faculties of education |
|  |       |
| 8 | Training of classroom teachers in European countries |
| 9 |  Training of classroom teachers in America  |
| 10 | Training of classroom teachers in Asia  |
| 11 | Training of classroom teachers in African countries |
| 12 |  Training of classroom teachers in Turkish Republics  |
| 13 | Training of classroom teachers in Turkish Republics  |
| 14 | General evaluation and comparison |
| 15-16 |       |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. |  | **x** |  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | **x** |  |  |
| 3 | Produce original information by accessing current information in the field of primary school education. |  | **x** |  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. |  | **x** |  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. |  | **x** |  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information |  | **x** |  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. | **x** |  |  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education | **x** |  |  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. |  | **x** |  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. | **x** |  |  |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

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| **SEMESTER** | Fall/Spring |

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| **COURSE CODE** | 546011018 | **COURSE NAME** | Seminar in Primary Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| III | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY X ELECTIVE  | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |      %100 |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |       |       |
| Homework |       |       |
| Project |       |       |
| Report |       |       |
| Others (     ) |       |       |
| **FINAL EXAM** | HOMEWORK | 1 | 60 |
| **PREREQUIEITE(S)** | Having taken the courses Qualitative Research in Education and Multivariate Statistical Techniques in Education |
| **COURSE DESCRIPTION** | Basic concepts related to research, research ethics, determining a research problem, conducting a literature review on the problem, conducting a literature review on the problem, creating the problem situation, determining the research method, determining the universe and sample of the research, determining the data collection tools, determining the data collection tools, planning the data collection process, planning the timing of the research, checking the prepared research proposals, presenting the research proposals, presenting the research proposals |
| **COURSE OBJECTIVES** | To gain the ability to plan, conduct, conclude and report a research. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |  |
| **COURSE OUTCOMES** |  |
| **TEXTBOOK** | APA (En Güncel Baskı). *Amerikan psikoloji derneği yayım kılavuzu*. İstanbul: Kaknüs Yayınları. |
| **OTHER REFERENCES** | * Türkiye Bilimler Akademisi (2002). *Bilimsel araştırmada etik ve sorunları.* Ankara: TUBA
* Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık.
* McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company.
* Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık.

Day R. A. (1998) Bilimsel bir makale nasıl yazılır ve yayımlanır? (Çeviren: Altay GA). Ankara: TÜBİTAK Yayınları. http://journals.tubitak.gov.tr/kitap/maknasyaz/ |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |
| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Current developments and issues in the field  |
| 2 | Determining the problem status  |
| 3 | Literature review  |
| 4 | Preparing a research proposal  |
| 5 | Data collection  |
| 6 | Data collection |
| 7 | Data collection |
|  |      Midterm exam |
| 8 | Data analysis  |
| 9 | Data analysis  |
| 10 | Findings  |
| 11 | Discussion and recommendations  |
| 12 | Writing a research report  |
| 13 | Writing a research report  |
| 14 | Presentation of a research report |
| 15-16 |      Final exams |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | **X** |  |  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. |  | **X** |  |
| 3 | Produce original information by accessing current information in the field of primary school education. |  | **X** |  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | **X** |  |  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. | **X** |  |  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | **X** |  |  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. |  | **X** |  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education |  | **X** |  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. |  | **X** |  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. | **X** |  | ☐ |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
|  |  |  |  |  |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

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| **SEMESTER** | Fall/Spring |

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| **COURSE CODE** |   546012701    | **COURSE NAME** | Doctoral Thesis Study |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
|  | 0 | 1 | 0 | 1 | 25 | COMPULSORY X ELECTIVE  | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |       |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term |  |  |
| Quiz |       |       |
| Homework |       |       |
| Project |       |       |
| Report |  1      |   40    |
| Others (     ) |       |       |
| **FINAL EXAM** | HOMEWORK | 1 | 60 |
| **PREREQUIEITE(S)** |  |
| **COURSE DESCRIPTION** | The content of the course is to educate students on determining thesis topic, thesis research and writing process. It is a theoretical course in which the advisor faculty member conveys information about thesis studies to the student or students during the doctoral thesis study phase. Its detailed content is determined by each advisor faculty member. |
| **COURSE OBJECTIVES** | It is a process in which the student carries out his thesis work under the supervision of his advisor. It is aimed to ensure that the student learns and adopts how a scientific research should be by applying it, and that the student who starts his thesis work has a command of the subjects related to his thesis. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |  |
| **COURSE OUTCOMES** | At the end of this course, students will be able to;- Have advanced knowledge on topics related to their thesis.- Be able to conduct thesis work.- Be able to conduct literature research and evaluation. |
| **TEXTBOOK** |  |
| **OTHER REFERENCES** |  |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

| **COURSE SYLLABUS** |
| --- |
| **WEEK** | **TOPICS**  |
| 1 | Literature review  |
| 2 | Literature review  |
| 3 | Literature review  |
| 4 | Advanced information on thesis topic  |
| 5 | Advanced information on thesis topic  |
| 6 | Advanced information on thesis topic |
| 7 | Advanced information on thesis topic |
|  |       |
| 8 | Latest literature review on thesis topic |
| 9 |  Latest literature review on thesis topic |
| 10 |  Discussing thesis studies  |
| 11 | Discussing thesis studies  |
| 12 | Addressing the problem situation  |
| 13 | Writing the thesis |
| 14 | Writing the thesis |
| 15-16 |       |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | **X** |  |  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | **X** |  |  |
| 3 | Produce original information by accessing current information in the field of primary school education. | **X** |  |  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | **X** |  |  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. | **X** |  |  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | **X** |  |  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. | **X** |  |  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education | **X** |  |  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. |  | **X** |  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. |  | **X** |  |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (İngilizce)**  |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 546012008 | **COURSE NAME** | Learning-Teaching Styles and Strategies |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| II | 3 | 0 | 0 | 3 | 7.5 | COMPULSORY [ ]  ELECTIVE [x]  | Turkish |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |       |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term |       |       |
| Quiz |       |       |
| Homework | X | 30 |
| Project |       |       |
| Report |       |       |
| Others (     ) | X | 20 |
| **FINAL EXAM** |       |       | 50 |
| **PREREQUIEITE(S)** |       |
| **COURSE DESCRIPTION** | Learning style and strategies course covers the definition of learning strategy, classifications of learning strategies (cognitive and affective), effectiveness of learning strategies, approaches to teaching learning strategies, teaching learning strategies, applications of learning strategies, definition of learning styles, models related to learning styles, and awareness of one's own learning style. |
| **COURSE OBJECTIVES** | In the learning process, students need to be able to direct themselves, gain independent learning skills in this direction, and develop their own learning skills for lifelong learning. In this context, it is aimed for teachers to prepare learning environments suitable for students' individual differences and to guide them in the process of acquiring learning strategies. In addition, among the objectives of the course is to provide students with the ability to organize the learning environment in line with their learning styles. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | The ability of students to direct themselves in the learning process, to gain independent learning skills in this direction, and to develop students' self-learning skills for lifelong learning. |
| **COURSE OUTCOMES** | Will be able to explain basic concepts related to teaching-learning approaches. a. Explains the concept of learning. b. Understands the meaning of the concept of teaching. c. Explains the relationship between the concepts of learning and teaching.Will be able to understand the characteristics of learning styles. a. Explains what learning styles mean. b. Interprets the importance of learning styles. c. Determines the learning style/styles of the learner. d. Explains the place of learning styles in the teaching-learning process. e. Understands the classifications related to learning styles. f. Explains how learning styles can be used in the teaching-learning process.Will be able to understand the characteristics of teaching strategies. a. Explains what certain teaching strategies are. b. Explains the relationship between teaching strategies and learning strategies.Plans learning environments based on individual differences in teaching.Knows the concept of learning to learn and supports students to become metacognitive students. |
| **TEXTBOOK** | •Schunk, D. (2009). Öğrenme teorileri. (çev. Muzaffer Şahin) Nobel Yayınevi.•Philips, D.J.& Soltis, J.F. (2005) Öğrenme perspektifleri. ( çev. Soner Durmuş) Nobel Yayınevi |
| **OTHER REFERENCES** | •Aşkar, P. & Akkoyunlu, B. (1993). Kolb öğrenme stili envanteri. Eğitim ve Bilim, 87, 37-47.•Biggs, J. (2001). Enhancing learning: a matter of style or approach. R. J. Sternberg & L. F. Zang (Ed.), Perspectives on thinking, learning and cognitive styles (ss. 73-102).•Dunn, R & Dunn, K. (1992). Teaching elemantary students through their individual learning styles: Practical approach for grades 3-6. Massachusetts: Allyn And Bacon.•Ekici, G. (2002). Gregorc öğrenme stili ölçeği. Eğitim ve Bilim. 27(123)•Güven, M. (2004). Öğrenme stilleri ile öğrenme stratejileri arasındaki ilişki. Eskişehir: Anadolu Üniversitesi Eğitim Fakültesi Yayınları. |
| **TOOLS AND EQUIPMENTS REQUIRED** |       |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Effective Learning / Learning to Learn Process Elements of Learning to Learn Process |
| 2 | Concept and Scope of Learning Style |
| 3 | The Place and Use of Learning Style in the Teaching-Learning Process |
| 4 | Basic Approaches to Learning Styles Dunn and Dunn Learning Style Model Kolb Learning Style Model Reinert Learning Styles Classification Jung Learning Type Theory Gregorc Learning Styles Classification Honey and Mumford Learning Preferences Classification Keefe Learning Styles Classification Other Classifications Related to Learning Styles |
| 5 | Basic Approaches to Learning Styles Dunn and Dunn Learning Style Model Kolb Learning Style Model Reinert Learning Styles Classification Jung Learning Type Theory Gregorc Learning Styles Classification Honey and Mumford Learning Preferences Classification Keefe Learning Styles Classification Other Classifications Related to Learning Styles |
| 6 | Basic Approaches to Learning Styles Dunn and Dunn Learning Style Model Kolb Learning Style Model Reinert Learning Styles Classification Jung Learning Type Theory Gregorc Learning Styles Classification Honey and Mumford Learning Preferences Classification Keefe Learning Styles Classification Other Classifications Related to Learning Styles |
| 7-8 |       |
| 9 | Concept and Scope of Learning Strategies |
| 10 | The Place and Use of Learning Strategy in the Teaching-Learning Process. Basic Classifications Related to Learning Strategies Weinstein and Mayer Classification Other Classifications Related to Learning Strategies |
| 11 | The Place and Use of Learning Strategy in the Teaching-Learning Process. Basic Classifications Related to Learning Strategies Weinstein and Mayer Classification Other Classifications Related to Learning Strategies |
| 12 |       |
| 13 |       |
| 14 |       |
| 15-16 |       |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | [ ]  | [x]  | [ ]  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | [x]  | [ ]  | [ ]  |
| 3 | Produce original information by accessing current information in the field of primary school education. | [ ]  | [x]  | [ ]  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | [ ]  | [x]  | [ ]  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. | [x]  | [ ]  | [ ]  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | [ ]  | [x]  | [ ]  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education | [x]  | [ ]  | [ ]  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education | [ ]  | [x]  | [ ]  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. | [x]  | [ ]  | [ ]  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. | [x]  | [ ]  | [ ]  |
| 11 |       | [ ]  | [ ]  | [ ]  |
| 12 |       | [ ]  | [ ]  | [ ]  |
| 13 |       | [ ]  | [ ]  | [ ]  |
| 14 |       | [ ]  | [ ]  | [ ]  |
| 15 |       | [ ]  | [ ]  | [ ]  |
| 16 |       | [ ]  | [ ]  | [ ]  |
| 17 |       | [ ]  | [ ]  | [ ]  |
| 18 |       | [ ]  | [ ]  | [ ]  |
| 19 |       | [ ]  | [ ]  | [ ]  |
| 20 |       | [ ]  | [ ]  | [ ]  |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (İngilizce)**  |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 546011013 | **COURSE NAME** | Models and Approaches in the Learning-Teaching Process |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| I | 3 | 00 |       | 3 | 7.5 | COMPULSORY [ ]  ELECTIVE [x]  | Turkish |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       | X |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term |       |       |
| Quiz |       |       |
| Homework | 1 | 40 |
| Project |       |       |
| Report | 1 | 60 |
| Others (     ) |       |       |
| **FINAL EXAM** |       |       |       |
| **PREREQUIEITE(S)** |       |
| **COURSE DESCRIPTION** | Basic concepts, approaches and models related to the learning and teaching process, behavioral, cognitive learning theories, constructivist learning approach, teaching principles, teaching strategies, learning strategies, teaching methods, teaching techniques, sample applications. |
| **COURSE OBJECTIVES** | At the end of this course, the student will have the necessary knowledge and skills to carry out effective and efficient teaching. To organize various levels and types of educational situations, to compare the advantages and limitations of learning theories using development and learning principles. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | To understand theories and models related to development, learning and teaching and to determine their use in organizing teaching. |
| **COURSE OUTCOMES** | Students will gain detailed information about the practical applications of the basic terms and principles covered in the teaching-learning processe |
| **TEXTBOOK** | Filiz, B. S. (2020).Öğrenme ve öğretme kuram ve yaklaşımları, Pegem A., Ankara |
| **OTHER REFERENCES** | Saban, A. (2000). Öğrenme-Öğretme Süreci: Yeni Teori ve Yaklaşımlar, Nobel Yayınları, Ankara. |
| **TOOLS AND EQUIPMENTS REQUIRED** |       |
| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Theoretical foundations of our education system |
| 2 | The nature of knowledge and global interactions |
| 3 | Learning and teaching models and approaches |
| 4 | Student in learning and teaching approaches |
| 5 | Teacher in learning and teaching approaches |
| 6 | Program in learning and teaching approaches |
| 7-8 |       |
| 9 | Thinking skills and classroom environment |
| 10 | Quantum learning approach |
| 11 | Modular learning |
| 12 | Performance-based learning |
| 13 | e-learning |
| 14 | Hybrid learning approaches |
| 15-16 |       |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | [ ]  | [x]  | [ ]  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | [x]  | [ ]  | [ ]  |
| 3 | Produce original information by accessing current information in the field of primary school education. | [ ]  | [x]  | [ ]  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | [ ]  | [x]  | [ ]  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. | [x]  | [ ]  | [ ]  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | [ ]  | [x]  | [ ]  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education | [x]  | [ ]  | [ ]  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education | [ ]  | [x]  | [ ]  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. | [x]  | [ ]  | [ ]  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. | [x]  | [ ]  | [ ]  |
| 11 |       | [ ]  | [ ]  | [ ]  |
| 12 |       | [ ]  | [ ]  | [ ]  |
| 13 |       | [ ]  | [ ]  | [ ]  |
| 14 |       | [ ]  | [ ]  | [ ]  |
| 15 |       | [ ]  | [ ]  | [ ]  |
| 16 |       | [ ]  | [ ]  | [ ]  |
| 17 |       | [ ]  | [ ]  | [ ]  |
| 18 |       | [ ]  | [ ]  | [ ]  |
| 19 |       | [ ]  | [ ]  | [ ]  |
| 20 |       | [ ]  | [ ]  | [ ]  |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (İngilizce)**  |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  546012007 | **COURSE NAME** | Multivariate Statistical Techniques in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| II | 3 | 0 | 0 | 3 | 7.5 | COMPULSORY [x]  ELECTIVE [ ]  | Turkish  |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |       |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term |       | 40 |
| Quiz |       |       |
| Homework |       |       |
| Project |       |       |
| Report |       |       |
| Others (     ) |       |       |
| **FINAL EXAM** |       |       | 60 |
| **PREREQUIEITE(S)** |       |
| **COURSE DESCRIPTION** | Basic Concepts, Measurement and Scales, Probability Theory, normal distribution, Sampling Theory, Hypothesis Tests. Organizing Statistical Data According to Two Variables and Displaying It in Tables: Relationship Coefficients, Pearson Product Moment Correlation, Partial Correlation, Spearman Rank Difference Correlation Coefficient, Simple Linear Regression, Categorical Data Analysis (Chi-Square). Mean Comparison: T test, ANOVA, Mann-Whitney U Test, Kruskall-Wallis Test. Multivariate Statistics: MANOVA, UNIANOVA, multiple regression, Factor analysis, reliability analysis, Path Analysis, Mediator Analysis Cluster Analysis, Discriminant Analysis, Multidimensional Scaling Analysis, Concordance Analysis |
| **COURSE OBJECTIVES** | The main purpose of this course is to enable students to calculate descriptive statistics regarding the variables covered in education and to examine and interpret the relationships between variables using hypothesis tests. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |       |
| **COURSE OUTCOMES** |       |
| **TEXTBOOK** | Pallant, J. (2017). S. Balcı ve B. A. (Çev.). SPSS kullanma kılavuzu SPSS ile adım adım veri analizi. ANI |
| **OTHER REFERENCES** | Kalaycı, Ş. (2014). (Ed.). SPSS uygulamalı çok değişkenli istatsitik teknikleri. Asil. |
| **TOOLS AND EQUIPMENTS REQUIRED** |       |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Basic concepts |
| 2 | Measurement and scales |
| 3 | Probability theory |
| 4 | Organization of statistical data |
| 5 | Pearson Product Moment Correlation, Partial Correlation, SpearmanRank Difference Correlation Coefficient, |
| 6 | Simple Linear Regression, Categorical Data Analysis (Chi-Square) |
| 7-8 |       |
| 9 | Mean Comparison: T test, ANOVA, Mann-Whitney U Test, Kruskall-Wallis Test |
| 10 | Multivariate Statistics: MANOVA, UNIANOVA, multiple regression, |
| 11 | Factor analysis, reliability analysis |
| 12 | Path Analysis, Mediator Analysis Cluster Analysis, Discriminant Analysis |
| 13 | Multidimensional Scaling Analysis, Correspondence Analysis |
| 14 | General Evaluation |
| 15-16 |       |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | [ ]  | [x]  | [ ]  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | [x]  | [ ]  | [ ]  |
| 3 | Produce original information by accessing current information in the field of primary school education. | [ ]  | [x]  | [ ]  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | [ ]  | [x]  | [ ]  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. | [x]  | [ ]  | [ ]  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | [ ]  | [x]  | [ ]  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education | [x]  | [ ]  | [ ]  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education | [ ]  | [x]  | [ ]  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. | [x]  | [ ]  | [ ]  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. | [x]  | [ ]  | [ ]  |
| 11 |       | [ ]  | [ ]  | [ ]  |
| 12 |       | [ ]  | [ ]  | [ ]  |
| 13 |       | [ ]  | [ ]  | [ ]  |
| 14 |       | [ ]  | [ ]  | [ ]  |
| 15 |       | [ ]  | [ ]  | [ ]  |
| 16 |       | [ ]  | [ ]  | [ ]  |
| 17 |       | [ ]  | [ ]  | [ ]  |
| 18 |       | [ ]  | [ ]  | [ ]  |
| 19 |       | [ ]  | [ ]  | [ ]  |
| 20 |       | [ ]  | [ ]  | [ ]  |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 546011020 | **COURSE NAME** | New Approaches in Teaching Turkish |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| III | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY ☐ ELECTIVE ☒ | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |       |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |       |       |
| Homework |       |       |
| Project |       |       |
| Report |       |       |
| Others (     ) |       |       |
| **FINAL EXAM** | HOMEWORK | 1 | 60 |
| **PREREQUIEITE(S)** |       |
| **COURSE DESCRIPTION** | Basic approaches in teaching Turkish, structural features of the Turkish language, basic skills and teaching of the language, philosophical foundations of Turkish teaching in the curriculum, changes from past to present, using technology in teaching Turkish/Technology-supported teaching of Turkish, teaching Turkish with games, examining sample applications, critical thinking and critical language skills, alternative measurement and evaluation approaches and applications in teaching Turkish, teaching Turkish and interdisciplinary studies, Research Design |
| **COURSE OBJECTIVES** | To have knowledge about basic language skills. To have knowledge about new approaches in the development of basic language skills. To be able to design research on these new approaches. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Ability to learn and apply new approaches used in Turkish language education in basic education. |
| **COURSE OUTCOMES** | Explains language acquisition processes. Explains the elements that support children's language skills. Knows the basic approaches used in Turkish education. Explains listening education in basic education. Explains speaking education in basic education. Explains reading education in basic education. Explains writing education in basic education. Technology-supported Turkish education patterns. Explains the problems encountered in Turkish education. |
| **TEXTBOOK** | Güneş, F. (2013). Türkçe öğretimi yaklaşım ve modeller. Pegem Akademi..Kırıkkılç, A ve Akyol, H. (2007). İlköğretimde Türkçe öğretimi. Pegem Yayıncılık. |
| **OTHER REFERENCES** | Arıcı, A.F. (2008). Okuma eğitimi. Pegem Akademi.Bergmann, J.ve Sams A. (2016). Flipped learning for elementary instruction. ISTE.Cowey, S. (2007). İlk yılında öğretmen, 4.ve 5. sınıflarda edebiyata dayalı bir dil programı uyguluyor.Catherine Tworney Fosnot (Ed.) Çev.Edıt. Soner Durmuş. Oluşturmacılık: teori, perspektif ve uygulama içinde. (s.221-242), Nobel Yayınevi.Güneş, F. (2007). Türkçe Öğretimi ve zihinsel yapılandırma. Nobel Yayınları.İnan, B. ve Yüksel, D. (2013). Literature and language teaching. Pegem Akademi.Özbay, M. (2013). Yazma eğitimi. Pegem Akademi. |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |
|  |  |

| **COURSE SYLLABUS** |
| --- |
| **WEEK** | **TOPICS**  |
| 1 | Introduction to the course |
| 2 |  Language acquisition |
| 3 |  Basic language skills  |
| 4 | Basic approaches used in Turkish education  |
| 5 | Basic approaches used in Turkish education |
| 6 | Basic approaches used in Turkish education |
| 7 |  Listening education |
|  |       |
| 8 | Speaking education  |
| 9 | Reading education  |
| 10 | Writing education  |
| 11 | Alternative measurement and evaluation approaches in Turkish education  |
| 12 | Problems encountered in Turkish education  |
| 13 | Technology-supported Turkish education research design. |
| 14 | Term evaluation |
| 15-16 |       |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | **X** |  |  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | **X** |  |  |
| 3 | Produce original information by accessing current information in the field of primary school education. |  | **X** |  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. |  | **X** |  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. |  | **X** |  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information |  | **X** |  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. | **X** |  |  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education |  | **X** |  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. |  | **X** |  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. |  | **X** |  |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

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| **SEMESTER** | Fall/Spring |

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| **COURSE CODE** | 546012011 | **COURSE NAME** | Program Development and Approaches in Primary Schools |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| III | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY  ELECTIVE X | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |      %100 |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |       |       |
| Homework |  1    |  25      |
| Project |       |       |
| Report |       |       |
| Others APPLICATION      |   1     |   25     |
| **FINAL EXAM** | HOMEWORK | 1 | 50 |
| **PREREQUIEITE(S)** |  |
| **COURSE DESCRIPTION** | Basic concepts related to program development, theoretical foundations of program development, program development designs and approaches, history of program development studies in the world and in Turkey, planning of program development, needs analysis approaches, basic components of the program development process, examination of primary school programs in Turkey, primary school programs and their characteristics. |
| **COURSE OBJECTIVES** | To provide students with skills related to the program development process by ensuring that they have knowledge of the basic concepts and approaches to program development with a scientific understanding. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Examining the primary school programs implemented in Turkey from past to present in terms of program development processes and recognizing their characteristics. |
| **COURSE OUTCOMES** | Recognizes the basic concepts and theoretical foundations of program development.Acquires information about the history and processes of program development in the world and in Turkey.Comprehends program development designs and models.Recognizes the basic elements and functions of the program development process and evaluates them in the context of existing programs. |
| **TEXTBOOK** | * Demirel, Ö. (2020). *Eğitimde program geliştirme (29. Baskı).* Ankara: Pegem Akademi.
* Fer, S. (2019). *Eğitimde program geliştirme kuramsal temellere bakış*. Ankara: Pegem Akademi.
 |
| **OTHER REFERENCES** | * Hawes, H. W. R. (1972). *Planning the primary school curriculum in developing countries*. https://unesdoc.unesco.org/ark:/48223/pf0000002197
* Gültekin, M. (2020). *Cumhuriyet dönemi ilkokul programları.* Ankara: Pegem Akademi.
* Male, B. (2012). *The primary curriculum design handbook preparing our children for the 21st century.* London: Continuum International Publishing Group.
* Oliva, P. F. (2009). *Developing the curriculum (7th ed.).* Boston, MA: Allyn & Bacon, Inc.
* Oral, B. ve Yazar, T. (2020). *Eğitimde program geliştirme ve değerlendirme.* Ankara: Pegem Akademi.
* Şeker, H. (2019).*Eğitimde program geliştirme: Kavramlar yaklaşımlar (5. Baskı)*. Ankara: Anı Yayıncılık.
 |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |
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| **COURSE SYLLABUS** |
| --- |
| **WEEK** | **TOPICS**  |
| 1 | Basic concepts related to program development |
| 2 | Theoretical foundations of program development |
| 3 | Program development in the world |
| 4 | Program development in Turkey |
| 5 | Educational program designs and models |
| 6 | Educational program designs and models |
| 7 | Educational program designs and models |
|  |      Midterm exam |
| 8 | Planning program development |
| 9 | Needs Assessment Approaches |
| 10 | Basic elements of the program development process |
| 11 | Basic elements of the program development process |
| 12 | Examination of primary school programs implemented in Turkey |
| 13 | Examination of primary school programs implemented in Turkey |
| 14 | Examination of primary school programs implemented in Turkey |
| 15-16 |      Final exams |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. |  | **x** |  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. |  | **x** |  |
| 3 | Produce original information by accessing current information in the field of primary school education. |  | **x** |  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. |  | **x** |  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. |  | **x** |  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | **x** |  |  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. | **x** |  |  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education |  | **x** |  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. |  | **x** |  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. |  | **x** |  |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
|  |  |  |  |  |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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| --- | --- |
|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** | 546011022 | **COURSE NAME** | Project Preparation |

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| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| IIII | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY ☐ ELECTIVE ☒ | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |       |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |       |       |
| Homework |       |       |
| Project |       |       |
| Report |       |       |
| Others (     ) |       |       |
| **FINAL EXAM** | HOMEWORK | 1 | 60 |
| **PREREQUIEITE(S)** |       |
| **COURSE DESCRIPTION** | Information will be provided on finding project ideas, domestic projects, information and writing techniques on TUBITAK projects, projects supported by university project units, projects supported by private investors, projects from abroad and projects supported by the European Union, and project writing practice will be done. |
| **COURSE OBJECTIVES** | This course aims to provide students who are doing postgraduate education with knowledge and experience in project writing. The course covers the issues that need to be considered when writing a project, choosing a project type, and finding a project idea. At the end of this course, students who take the course are expected to have knowledge about selecting both domestic and international projects, finding resources for these projects, and writing projects. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | To provide an understanding of the preparation process of scientific projects that meet the needs in the field of education. |
| **COURSE OUTCOMES** | Developing a project plan |
| **TEXTBOOK** | Akyüz, E. (2020) Akademik proje hazırlama teknikleri, Nobel kitapevi. Ankara. |
| **OTHER REFERENCES** | Gündoğdu, H.İ., Proje nedir ve nasıl hazırlanır? Altın Nokta Yayınevi, İzmir |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

| **COURSE SYLLABUS** |
| --- |
| **WEEK** | **TOPICS**  |
| 1 | Project concept and project types |
| 2 |  Project programs (Tubitak, EU, Institution)  |
| 3 | Subject selection for the project  |
| 4 | Project planning and management  |
| 5 | Scientific method in the project  |
| 6 | Project preparation techniques |
| 7 | Project preparation techniques |
|  |       |
| 8 | Choosing a model for the research problem  |
| 9 | Sampling and data collection  |
| 10 | Analysis techniques  |
| 11 | Work schedule  |
| 12 | Project evaluation and examination of good examples  |
| 13 | Project presentations |
| 14 | Project presentations |
| 15-16 |       |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | **X** |  |  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | **X** |  |  |
| 3 | Produce original information by accessing current information in the field of primary school education. | **X** |  |  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | **X** |  |  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. |  | **X** |  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | **X** |  |  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. |  | **X** |  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education | **X** |  |  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. | **X** |  |  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. | **X** |  |  |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (İngilizce)**  |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 546011012 | **COURSE NAME** | Qualitative Research in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| I | 3 | 0 | 0 | 3 | 7.5 | COMPULSORY [x]  ELECTIVE [ ]  | Turkish  |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       | X |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term |       |       |
| Quiz |       |       |
| Homework | X | 25 |
| Project | X | 25 |
| Report |       |       |
| Others (     ) |       |       |
| **FINAL EXAM** | X |       | 50 |
| **PREREQUIEITE(S)** |       |
| **COURSE DESCRIPTION** | Basic features and philosophical foundations of qualitative research and comparison with quantitative research, basic stages of qualitative research, different qualitative research designs, determination of research problem in qualitative research, sample selection in qualitative research, validity and reliability in qualitative research, data collection techniques in qualitative research, data analysis in qualitative research, reporting of results in qualitative research, examination of studies conducted in the field of basic education where qualitative research is used. |
| **COURSE OBJECTIVES** | Explains the basic characteristics and philosophical foundations of qualitative research, compares qualitative and quantitative research from various aspects. Compares different qualitative research designs and applies the one appropriate to the purpose of the research, analyzes qualitative data with appropriate techniques, takes measures to increase the validity of qualitative studies, reports a qualitative research. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Independently conducts a qualitative research process related to the field of classroom education. |
| **COURSE OUTCOMES** | Develops solutions to problems related to the field of classroom education using qualitative scientific research methods.Independently constructs a problem related to the field of classroom education, develops solutions, implements them and evaluates the results.Actively participates in or leads scientific and professional studies related to the field of classroom education.Conducts studies in the field of classroom education with the awareness of lifelong learning. |
| **TEXTBOOK** | Merriam, S. B., and Grenier, R. S. (2019). Qualitative research in practice: Examples for discussion and analysis. San Francisco, CA: Jossey-Bass Publishers |
| **OTHER REFERENCES** | Creswell, J.W. (2009). Research design: Quantitative, qualitative, and mixed methods approaches. 3rd ed. Thousand Oaks, CA: SageMarshall, C. and Rossman, G. B. (2014). Designing qualitative research. Sage publicationsMaxwell, J. A. (2008). Designing a qualitative study. The SAGE handbook of applied social research methods, 2, 214-253.Merriam, S. B., and Grenier, R. S. (2019). Qualitative research in practice: Examples for discussion and analysis. San Francisco, CA: Jossey-Bass Publishers.Miles, M. B. and Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook. New York: Sage Publications, Inc.Patton, M. Q. (1990). Qualitative evaluation and research methods. SAGE Publications, inc.Şimşek, H. ve Yıldırım, A. (2011). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayıncılı |
| **TOOLS AND EQUIPMENTS REQUIRED** |       |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Basic characteristics of qualitative research and comparison of its philosophical foundations with quantitative research. |
| 2 | Basic stages of qualitative research and data collection techniques. |
| 3 | Qualitative research designs. |
| 4 | Qualitative research designs. |
| 5 | Qualitative research designs. |
| 6 | Determining the problem in qualitative research. |
| 7-8 |       |
| 9 | Sample selection in qualitative research |
| 10 | Validity and reliability in qualitative research |
| 11 | Data analysis in qualitative research. |
| 12 | Reporting of results in qualitative research |
| 13 | Examination of studies conducted in the field of basic education where qualitative research was used. |
| 14 | Evaluation of qualitative research reports. |
| 15-16 |       |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | [ ]  | [x]  | [ ]  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | [x]  | [ ]  | [ ]  |
| 3 | Produce original information by accessing current information in the field of primary school education. | [ ]  | [x]  | [ ]  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | [ ]  | [x]  | [ ]  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. | [x]  | [ ]  | [ ]  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information. | [ ]  | [x]  | [ ]  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. | [x]  | [ ]  | [ ]  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education. | [ ]  | [x]  | [ ]  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. | [x]  | [ ]  | [ ]  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. | [x]  | [ ]  | [ ]  |
| 11 |       | [ ]  | [ ]  | [ ]  |
| 12 |       | [ ]  | [ ]  | [ ]  |
| 13 |       | [ ]  | [ ]  | [ ]  |
| 14 |       | [ ]  | [ ]  | [ ]  |
| 15 |       | [ ]  | [ ]  | [ ]  |
| 16 |       | [ ]  | [ ]  | [ ]  |
| 17 |       | [ ]  | [ ]  | [ ]  |
| 18 |       | [ ]  | [ ]  | [ ]  |
| 19 |       | [ ]  | [ ]  | [ ]  |
| 20 |       | [ ]  | [ ]  | [ ]  |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

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| --- | --- |
| **SEMESTER** | Autumn/Spring |

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| **COURSE CODE** |  546011901 | **COURSE NAME** | Specialization Field Course |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| V/VI | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY X ELECTIVE  | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |      %100 |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |       |       |
| Homework |       |       |
| Project |       |       |
| Report |       |       |
| Others (     ) |       |       |
| **FINAL EXAM** | HOMEWORK | 1 | 60 |
| **PREREQUIEITE(S)** | - |
| **COURSE DESCRIPTION** | The Specialization Field Course is a preparatory course that guides the graduate student's thesis work, enables the student to gain knowledge, skills and attitudes related to the doctoral thesis, and is different from the content of the compulsory and elective course subjects in the graduate program. The content of this course includes determining the problem and research topic for the doctoral thesis, revealing the purpose and importance of the study, guiding processes for determining the method, creating a bibliography, and in addition to all the aforementioned descriptive items, information about the draft plan foreseen in the writing of the thesis study and a work plan. |
| **COURSE OBJECTIVES** | It is aimed to examine and discuss new developments and publications in the subjects of the students who continue their thesis work. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |  |
| **COURSE OUTCOMES** | 1. To be able to identify the problem situation and define it with its theoretical and/or social dimensions,2. To be able to establish a relationship between the subject of the research and the defined problem situation,3. To be able to comprehend the purpose of the study and explain its importance,4. To be able to make a literature review and determine the appropriate method for the problem situation,5. To be able to create a draft plan for the expected course of the research within the scope of the thesis proposal. |
| **TEXTBOOK** | Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi.Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık.Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık.Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık.Marshall, C. ve Rossman G. (1989). Designing qualitive research. London: Sage Publications.Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc.Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları. |
| **OTHER REFERENCES** |  |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

| **COURSE SYLLABUS** |
| --- |
| **WEEK** | **TOPICS**  |
| 1 | Thesis topic research |
| 2 | Following the literature on the subject |
| 3 | Evaluation |
| 4 | Report preparation and presentation |
| 5 | Literature follow-up |
| 6 | Article review |
| 7 | Article review |
|  |       |
| 8 | Source review |
| 9 | Evaluation |
| 10 | Literature follow-up |
| 11 | Article review |
| 12 | Evaluation |
| 13 | Report preparation and presentation |
| 14 | Report preparation and presentation |
| 15-16 |       |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | **X** |  |  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | **X** |  |  |
| 3 | Produce original information by accessing current information in the field of primary school education. | **X** |  |  |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | **X** |  |  |
| 5 | Design and apply original research to solve a problem in the field of primary school education. | **X** |  |  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | **X** |  |  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. | **X** |  |  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education | **X** |  |  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. |  | **X** |  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. |  | **X** |  |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

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|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

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| **SEMESTER** | Autumn/Spring |

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| **COURSE CODE** | 546012010 | **COURSE NAME** | Teaching Turkish as a Foreign and Second Language |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| II | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY  ELECTIVE X  | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |      %100 |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |       |       |
| Homework |       |       |
| Project |       |       |
| Report |       |       |
| Others (     ) |       |       |
| **FINAL EXAM** | HOMEWORK | 1 | 60 |
| **PREREQUIEITE(S)** | - |
|  | Teaching Turkish as a Foreign and Second Language |
| **COURSE OBJECTIVES** | To train prospective teachers on Teaching Turkish as a Foreign Language and Second Language. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | To provide primary and secondary school teachers with the knowledge, skills, practices and awareness necessary to establish Turkish dialog with foreign students in their classes |
| **COURSE OUTCOMES** |  |
| **TEXTBOOK** | Diller İçin Avrupa Ortak Öneriler Çerçevesi, Avrupa Konseyi (2013) |
| **OTHER REFERENCES** | Yabancı Dil Olarak Türkçe Öğretim Programı, Ankara TÖMER (2015)Yunus Emre Enstitüsü Yedi İklim Türkçe A1-A2-B1-B2-C1 Kitabı |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

| **COURSE SYLLABUS** |
| --- |
| **WEEK** | **TOPICS**  |
| 1 | The Process of Learning a Child's Mother Tongue |
| 2 | Language Teaching, Turkish Language Teaching, |
| 3 | Differences in Mother Tongue Teaching, Foreign Language Teaching, Second Language Teaching |
| 4 | Similarities and Differences of Turkish with Other Languages |
| 5 | Turkish as a Foreign Language Curriculum and Language Levels |
| 6 | Culture Transfer in Teaching Turkish as a Foreign Language |
| 7 | Culture Transfer in Teaching Turkish as a Foreign Language |
|  |      Midterm exam |
| 8 | Teaching Listening in Teaching Turkish as a Foreign Language |
| 9 | Teaching Speaking in Teaching Turkish as a Foreign Language |
| 10 | Teaching Reading in Teaching Turkish as a Foreign Language |
| 11 | Teaching Writing in Teaching Turkish as a Foreign Language |
| 12 | Teaching grammar and using materials in teaching Turkish as a foreign language |
| 13 | Measurement and Evaluation in Teaching Turkish as a Foreign Language |
| 14 | Measurement and Evaluation in Teaching Turkish as a Foreign Language |
| 15-16 |      Final exams |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. |  | **x** |  |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. |  | **x** |  |
| 3 | Produce original information by accessing current information in the field of primary school education. |  |  | **x** |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. |  |  | **x** |
| 5 | Design and apply original research to solve a problem in the field of primary school education. |  | **x** |  |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | **x** |  |  |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. | **x** |  |  |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education |  | **x** |  |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. |  | **x** |  |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. |  | **x** |  |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**

|  |  |
| --- | --- |
|  | **T.C.****ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ****EĞİTİM BİLİMLERİ ENSTİTÜSÜ** **DERS BİLGİ FORMU (COURSE INFORMATION FORM) (İngilizce)**  |

|  |  |
| --- | --- |
| **SEMESTER** | Fall/Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** |   546011601    | **COURSE NAME** | Thesis Proposal |

|  |  |  |
| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| I-II | 3 | 0 | 0 | 3 | 7,5 | COMPULSORY ☐ ELECTIVE ☒ | TURKISH |
| **COURSE CATAGORY** |
| **Basic Science** | **Educational Science** |       | **Social Science** |
|       |       |       |       |
| **ASSESSMENT CRITERIA** |
| **MID – TERM**  | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |       |       |
| Homework |       |       |
| Project |       |       |
| Report |       |       |
| Others (     ) |       |       |
| **FINAL EXAM** | HOMEWORK | 1 | 60 |
| **PREREQUIEITE(S)** |       |
| **COURSE DESCRIPTION** |  |
| **COURSE OBJECTIVES** |  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |  |
| **COURSE OUTCOMES** |  |
| **TEXTBOOK** |  |
| **OTHER REFERENCES** |  |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |
|  |  |

| **COURSE SYLLABUS** |
| --- |
| **WEEK** | **TOPICS**  |
| 1 |  |
| 2 |  |
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| 6 |  |
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| 12 |  |
| 13 |  |
| 14 |  |
| 15-16 |       |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Evaluate and change current information in the field of primary school education in national and international contexts. | ☐ | ☒ | ☐ |
| 2 | Understand the interdisciplinary interaction in the field of primary school education; reach original results by using information that requires expertise at the level of analysis, synthesis and evaluation. | ☐ | ☒ | ☐ |
| 3 | Produce original information by accessing current information in the field of primary school education. | ☒ | ☐ | ☐ |
| 4 | Develop a scientific method that brings innovation to the field of primary school education and apply a known method in the teaching of a different field. | ☐ | ☐ | ☒ |
| 5 | Design and apply original research to solve a problem in the field of primary school education. | ☐ | ☐ | ☒ |
| 6 | Act in accordance with ethical rules in the production and sharing of scientific information | ☒ | ☐ | ☐ |
| 7 | Develop effective teaching strategies to provide students with the knowledge and skills acquired in primary school education. | ☐ | ☐ | ☒ |
| 8 | Contribute to the process of becoming an information society by analyzing social, cultural and technological developments in the academic context in the field of primary school education | ☐ | ☒ | ☐ |
| 9 | Support the development of values in this regard on a national and international level by producing solutions to the problems encountered in the field of primary school education. | ☐ | ☐ | ☒ |
| 10 | Demonstrate leadership teaching skills that will make learning environments effective and efficient, and can use advanced technology effectively. | ☐ | ☒ | ☐ |
| 11 |  | ☐ | ☐ |  |
| 12 |  | ☐ | ☐ |  |
| 13 |       | ☐ | ☐ | ☐ |
| 14 |       | ☐ | ☐ | ☐ |
| 15 |       | ☐ | ☐ | ☐ |
| 16 |       | ☐ | ☐ | ☐ |
| 17 |       | ☐ | ☐ | ☐ |
| 18 |       | ☐ | ☐ | ☐ |
| 19 |       | ☐ | ☐ | ☐ |
| 20 |       | ☐ | ☐ | ☐ |
| **1**: None **2**: Partially contribution **3**: Completely contribution |

 **Date:**

 **Instructor(s):**

 **Signature:**