**Turkish Education Master Program Courses**

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| **Fall Semester (I.)** | | | | | |
| **Code** | **Course Name** | **ECTS** | **T+P+C** | **C/E** | **Language** |
| 546701001 | Research Methods in Education | 7.5 | 3–0–3 | C | Turkish |
| 546701002 | Theoretical Foundations of Reading and Listening | 7.5 | 3–0–3 | C | Turkish |
| 546701005 | Theoretical Foundations of Speaking and Writing | 7.5 | 3–0–3 | C | Turkish |
| 546701003 | Basic Concepts and Tools in Vocabulary Teaching | 7.5 | 3–0–3 | E | Turkish |
| 546701004 | Text-Based Grammar Teaching | 7.5 | 3–0–3 | E | Turkish |
| **Total Credits** | | **30** | **12** |  |  |
| **Spring Semester (II.)** | | | | | |
| **Code** | **Course Name** | **ECTS** | **T+P+C** | **C/E** | **Language** |
| 546702001 | Seminar | 7.5 | 0–3–0 | C | Turkish |
| 546702002 | Education Statistics | 7.5 | 3–0–3 | FC | Turkish |
| 546702004 | Qualitative Research Methods | 7.5 | 3–0–3 | FC | Turkish |
| 546702005 | Innovative Technology Applications in Turkish Teaching | 7.5 | 3–0–3 | FE | Turkish |
| 546702006 | Teaching Turkish as a Heritage Language | 7.5 | 3–0–3 | FE | Turkish |
| 546702008 | Theory and Practices in Teaching Turkish as a Foreign Language | 7.5 | 3–0–3 | FE | Turkish |
| 546702009 | Applied Text Linguistics in Teaching Children's Literature | 7.5 | 3–0–3 | FE | Turkish |
| 546702007 | Linguistic Theories and Applications in Turkish Teaching | 7.5 | 3–0–3 | FE | Turkish |
| 546702003 | Academic Turkish | 7.5 | 3–0–3 | FE | Turkish |
| 546702010 | Applied Linguistics | 7.5 | 3-0-3 | FE | Turkish |
| **Total Credits** | | **30** | **12** |  |  |
| **Fall Semester (III.)** | | | | | |
| **Code** | **Course Name** | **ECTS** | **T+P+C** | **C/E** | **Language** |
| 546701701 | Master’s Thesis | 25 | 0–1–0 | C | Turkish |
| 546701901 | Specialized Field Course | 5 | 3–0–0 | C | Turkish |
| **Total Credits** | | **30** | **0** |  |  |
| **Spring Semester (IV.)** | | | | | |
| **Code** | **Course Name** | **ECTS** | **T+P+C** | **C/E** | **Language** |
| 546701701 | Master’s Thesis | 25 | 0–1–0 | C | Turkish |
| 546701901 | Specialized Field Course | 5 | 3–0–0 | C | Turkish |
| **Total Credits** | | **30** | **0** |  |  |

**Course Load and Graduation:** It consists of at least 7 (seven) courses, a seminar course and a thesis study, with a total of not less than 120 ECTS. The seminar course and thesis study are non-credit and are evaluated as pass or fail.

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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 546701001 | **COURSE NAME** | Research Methods in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | | X | | | |  | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 20 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | The main purpose of this course is to examine the research process (problem identification, data collection, data analysis and interpretation of results), to review the main scientific research methods (experimental method, survey method, relational method, etc.) and to provide students with the necessary skills to conduct research on a particular subject. The aim is to enable students  to learn practically the techniques of finding literature, collecting data, evaluating data and writing reports. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to gain the ability to conduct a quantitative and qualitative research in all its dimensions. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Developing an understanding of the role of research in science - especially in knowledge management  2. Helping them learn about the research process and methods;  3. To ensure that they acquire the ability to seriously analyze and evaluate research in the field of information management;  4. To enable students to think systematically and apply analytical methods in solving problems in the field of information management;  5. Teaching data collection, data analysis and evaluation techniques;  6. To provide them with information about preparing research proposals and research reports. | | | | | | |
| **TEXTBOOK** | | | | | McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company. | | | | | | |
| **OTHER REFERENCE** | | | | | Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. New York: Routledge.  Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage.  APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları.  Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic Principles of Educational Research |
| 2 | Problem/Purpose |
| 3 | Literature Review |
| 4 | Qualitative and Quantitative Research Designs |
| 5 | Sampling |
| 6 | Experimental research |
| 7 | Experimental research |
| 8 | MIDTERM |
| 9 | Survey research – Correlational research |
| 10 | Causal research |
| 11 | Qualitative and Quantitative Measurement |
| 12 | Quantitative data analysis |
| 13 | Writing the Research Report |
| 14 | Evaluation of the course |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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

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| **COURSE CODE** | 546701002 | **COURSE NAME** | Theoretical Foundations of Reading and Listening |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 40 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Theoretical foundations of reading and listening. Mental, physical and social aspects of reading and listening. Reading theories and models. Traditional reading theories and models. Constructivist reading theories and models. Traditional listening theories and models. Constructivist listening theories and models. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To know the concepts of reading and listening in depth. To recognize reading and listening theories and models. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Recognizes the concepts of reading and listening.  2. Recognize traditional reading theories and models.  3. Recognize developmental reading theories and models.  4. Recognize traditional listening theories and models.  5. Recognize developmental listening theories and models | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | |
| **OTHER REFERENCE** | | | | | Güneş, F. (2009). Türkçe öğretiminde günümüz gelişmeleri ve yapılandırıcı yaklaşım. Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 6, 11, 1-21.  Güneş, F. (2007). Türkçe öğretimi ve zihinsel yapılandırma. Ankara: Nobel Yayıncılık.  Kamil, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (Eds.). (2000).  Handbook of reading research: Volume III. Mahwah, NJ: Erlbaum.  Kırkıkıç, A. ve Akyol, H. (2009). İlköğretimde Türkçe öğretimi. Ankara: Pegem Akademi. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is reading? |
| 2 | History and development of reading |
| 3 | Reading theories and models |
| 4 | Traditional reading theories and models |
| 5 | Developmental reading theories and models |
| 6 | Related research |
| 7 | Related research |
| 8 | MIDTERM |
| 9 | What is listening? |
| 10 | History and development of listening |
| 11 | Listening theories and models |
| 12 | Traditional listening theories and models |
| 13 | Developmental listening theories and models |
| 14 | Related research |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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

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| **COURSE CODE** | 546701005 | **COURSE NAME** | Theoretical Foundations of Speaking and Writing |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 40 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Fundamentals of speaking and writing skills, techniques, application of these techniques | | | | | | |
| **COURSE OBJECTIVES** | | | | | To increase theoretical knowledge about speaking and writing skills, to know the techniques used to improve these skills and to be able to use them in practice. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Recognizes narration skills theoretically. 2. Knows the importance of narrative skills in communication. 3. Recognizes the methods and techniques used to improve narrative skills. 4. It measures and evaluates narrative skills. 5. Researches the literature on narration skills. | | | | | | |
| **TEXTBOOK** | | | | | Konuşma Eğitimi (Ed. M. Nuri Kardaş)  Konuşma ve Eğitimi (Ed. G. Çetinkaya)  Yazma Eğitimi (A. Göçer) | | | | | | |
| **OTHER REFERENCE** | | | | | Konuşma Eğitimi: Yöntemler-Etkinlikler (Ed. A. Şahin) Konuşma Eğitimi (F. Temizyürek vd.)  Kuramdan Uygulamaya Yazma Eğitimi (Ed. B. Bağcı Ayrancı ve A. Başkan) Yazma Eğitimi (Ed. M. Nuri Kardaş) | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Explanation of the concept of speaking skill |
| 2 | Development and effective use of speaking skills |
| 3 | The place and importance of speaking skills in teaching Turkish |
| 4 | Methods, techniques and materials used to improve speaking skills |
| 5 | Measurement and evaluation of speaking skills |
| 6 | Literature research on speaking skills |
| 7 | Literature research on speaking skills |
| 8 | MIDTERM |
| 9 | Explanation of the concept of writing skill |
| 10 | Development and effective use of writing skills |
| 11 | The place and importance of writing skills in teaching Turkish |
| 12 | Methods, techniques and materials used to improve writing skills |
| 13 | Measurement and evaluation of writing skills |
| 14 | Literature research on writing skills |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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

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| **COURSE CODE** | 546701004 | **COURSE NAME** | Text-Based Grammar Teaching |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 40 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts of grammar in teaching Turkish, text-based approaches, shortcomings of traditional grammar teaching, and the benefits and teaching processes of functional grammar teaching. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim is to show the effect of teaching grammar in Turkish language teaching with text-based theories on the student's comprehension and expression skills through theories and practices. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | At the end of this course, the student will have the necessary knowledge and skills for text-based grammar teaching in an effective and efficient Turkish language teaching. | | | | | | |
| **COURSE OUTCOMES** | | | | |  | | | | | | |
| **TEXTBOOK** | | | | | Halliday M. (1978). Language as social semiotic: The social interpretation of language and meaning. Edward Arnold: London. | | | | | | |
| **OTHER REFERENCE** | | | | | Halliday, M., & Hasan, R. (1985). Language, Context and Text: Aspects of Language in a Social-Semiotic Perspective. Geelong: Deakin University Press.  Kim, D. (2006). Extensive reading for EFL students in Korea. In P. Mickan, I Petrescu, and J Timoney (Eds.). Social Practices, Pedagogy and Language Use: Studies in Socialisation (pp. 24-40). Adelaide: Lythrum Press.  Mickan, P. (2006). Socialisation, social practices and teaching. In P. Mickan, I Petrescu, and J Timoney (Eds.). Social Practices, Pedagogy and Language Use: Studies in Socialisation (pp. 7-23). Adelaide: Lythrum Press.  Mickan, P. (2007). Doing science and home economics: curriculum  socialisation of new arrivals to Australia. Language and Education, 21(1), 1- 17. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Information about the course, introduction and basic concepts |
| 2 | Learning areas in Turkish teaching |
| 3 | Grammar teaching in teaching Turkish |
| 4 | Traditional grammar teaching methods |
| 5 | Text-based approaches |
| 6 | Theory and practices of text-based grammar teaching |
| 7 | MIDTERM |
| 8 | Teaching text-based spelling and punctuation rules |
| 9 | Text-based phonics teaching |
| 10 | Teaching text-based word types |
| 11 | Text-based sentence knowledge teaching |
| 12 | Teaching text-based expression and stylistic disorders |
| 13 | Text-based grammar applications |
| 14 | Evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

|  |  |
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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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

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| **COURSE CODE** | 546701003 | **COURSE NAME** | Basic Concepts and Tools in Vocabulary Teaching |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | The content of this course covers concepts such as words used in vocabulary teaching research, content words, task words, academic words, terms, vocabulary, vocabulary breadth, vocabulary depth, purposeful vocabulary teaching, incidental vocabulary teaching. In addition, perceptual and productive vocabulary development practices, corpus linguistics and corpus creation tools in vocabulary teaching, and the processes of creating and applying vocabulary tests as vocabulary development tools will be emphasized. | | | | | | |
| **COURSE OBJECTIVES** | | | | |  | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | Students will be able to see and apply current practice examples to improve their vocabulary in lessons. | | | | | | |
| **COURSE OUTCOMES** | | | | | You will be informed about basic concepts for advanced applications in vocabulary teaching.  The tools used in teaching vocabulary will be learned.  Information will be obtained about corpora and corpus creation tools in terms of vocabulary teaching.  Scientific application examples will be created through vocabulary teaching practices. | | | | | | |
| **TEXTBOOK** | | | | | Karadağ, Ö. (2022). Kelime Öğretimi. Ankara: Pegem A yayınları | | | | | | |
| **OTHER REFERENCE** | | | | | Jackson, H. (2016). Sözlükbilime giriş. (Çev. Gürlek, M. ve Patat, E.), İstanbul: Kesit Yay.  Juanggo, W. (2018). Investigating lexical diversity and lexical sophistication of productive vocabulary in the written discourse of Indonesian EFL learners.  Indonesian Journal Of Applied Linguistics, 8(1), 38-48.  Karadağ, Ö. (2018). Dil eğitimi araştırmaları için bir değişken önerisi: Kelime hazinesi katsayısı. Ana Dili Eğitimi Dergisi, 6(2), 532-537.  Karadağ, Ö. (2013). Kelime öğretimi. İstanbul: Kriter yay. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Computer and Reflective | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Vocabulary and Basic Concepts |
| 2 | Vocabulary teaching and basic concepts |
| 3 | Perceptual Vocabulary |
| 4 | Productive Vocabulary |
| 5 | Purposeful Vocabulary Teaching |
| 6 | Incidental Word Teaching |
| 7 | MIDTERM |
| 8 | Corpus Linguistics and Vocabulary Teaching |
| 9 | Turkish Corpora and Corpus Creation |
| 10 | Vocabulary Tests |
| 11 | Vocabulary Teaching Applications |
| 12 | Vocabulary Teaching Applications |
| 13 | Vocabulary Teaching Applications |
| 14 | Evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

|  |  |
| --- | --- |
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| **SEMESTER** | Spring |

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| **COURSE CODE** | 546702002 | **COURSE NAME** | Education Statistics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | | x | | | |  | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 40 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts related to statistics, population and sample, types of variables, classification of data, measures of central tendency, measures of prevalence, conversion of raw scores to standard scores, normal distribution, Z distribution, statistical error, hypothesis tests and decision, one-sample t test, chi-square. Test, significance control of the difference between means (unrelated sample t test, correlated t test, one-way analysis of variance, non-parametric methods), correlation and regression analysis | | | | | | |
| **COURSE OBJECTIVES** | | | | | Knowledge of basic concepts related to statistics, classifying data, calculating central tendency and prevalence measures, converting raw scores to standard scores, understanding statistical error, applying hypothesis tests and making decisions. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Knowledge of basic concepts related to statistics, classifying data, calculating central tendency and prevalence measures, converting raw scores to standard scores, understanding statistical error, applying hypothesis tests and making decisions. | | | | | | |
| **TEXTBOOK** | | | | | Şener Büyüköztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık | | | | | | |
| **OTHER REFERENCE** | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Computer | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Meeting, introduction of the course. |
| 2 | Basic concepts, universe, sample, variable types, classification of data |
| 3 | Normal distribution, Z distribution, statistical error and decision |
| 4 | Introducing the statistics package program, creating a database |
| 5 | Obtaining frequency distribution, central tendency measures and prevalence measures |
| 6 | Hypothesis types, hypothesis tests |
| 7 | MIDTERM |
| 8 | Chi-square test, one-sample t test, unrelated t test |
| 9 | One-way analysis of variance |
| 10 | Associated t test |
| 11 | Analysis of variance for repeated measurements |
| 12 | Correlation |
| 13 | Simple linear regression, Multiple linear regression |
| 14 | Chi-square test, one-sample t test, unrelated t test |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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|  |  |
| --- | --- |
| **SEMESTER** | Spring |

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| **COURSE CODE** | 546702004 | **COURSE NAME** | Qualitative Research Methods |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | | x | | | |  | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | -Theoretical foundations of different qualitative research methods,  - Qualitative research designs,  - Basic stages of qualitative research,  - Qualitative data analysis application,  - Qualitative research methods in education,  - Examining a qualitative research topic in education, constitutes the scope of this course. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to provide students with the knowledge and skills to understand and explain theoretical and conceptual knowledge about qualitative research techniques, develop a research proposal, implement, interpret and report a developed proposal. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course, students;  1. Knows the theoretical foundations of different qualitative research methods,  2. Learns qualitative research designs,  3. Understands the basic stages of qualitative research,  4. Can apply and interpret qualitative data analysis,  5. Can effectively use qualitative research methods in education,  6. Conducts a qualitative research topic in education independently. | | | | | | |
| **TEXTBOOK** | | | | | 1. Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegem A Yayıncılık, Ankara.  2. Miles, M. B. & Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London.  3. Patton, M. Q. (2002). Qualitative Research & Evaluation Methods  (3.Baskı). Sage Publications, Thousand Oaks.  4. Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara  5. Makaleler (Öğretim üyesince sağlanacaktır). | | | | | | |
| **OTHER REFERENCE** | | | | | Merriam, S. B. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts and philosophical foundations |
| 2 | Research topics and fields used, differences between qualitative and quantitative research |
| 3 | Types of qualitative research |
| 4 | Types of qualitative research |
| 5 | Selection and types of samples |
| 6 | Types of analysis |
| 7 | MIDTERM |
| 8 | Types of analysis |
| 9 | Types of analysis |
| 10 | Interview types and characteristics |
| 11 | Observation and document analysis |
| 12 | Coding of data |
| 13 | Validity, reliability, generalizability and ethics |
| 14 | Reporting |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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| --- | --- |
| **SEMESTER** | Spring |

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| **COURSE CODE** | 546702002 | **COURSE NAME** | Innovative Technology Applications in Turkish Teaching |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | To introduce innovative technologies that can be used in teaching Turkish and to prepare teaching materials and designs by making use of them. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To introduce innovative technologies that can be used in teaching Turkish and to prepare teaching materials and designs by making use of them. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | At the end of this course, the student will have the necessary knowledge and skills to provide effective and efficient teaching regarding innovative technologies in teaching Turkish. | | | | | | |
| **COURSE OUTCOMES** | | | | |  | | | | | | |
| **TEXTBOOK** | | | | | - Baker, E. (2000). Integrating Literacy and Tool – Based Technologies, Computers In the Schools. 16(2), 73-89  - Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. Publisher: ISTE & ASCD. | | | | | | |
| **OTHER REFERENCE** | | | | | - Singh, H. (2003). Building effective blended learning programs. Educational Technology-Saddle Brook Then Englewood Cliffs NJ-, 43(6), 51-54.  - Özbay, M., & Özdemir, O. (2014). Türkçe öğretim programı için bir öneri: Dijital okuryazarlığa yönelik amaç ve kazanımlar. Okuma Yazma Eğitimi Araştırmaları, 2(2), 31-40. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Information about the course, introduction and basic concepts |
| 2 | Entrance |
| 3 | Language Teaching in the Age of Technology and Information |
| 4 | Technology-Based Applications That Can Be Used in Teaching Turkish and Their Areas of Use Teaching methods |
| 5 | Technology-Based Applications That Can Be Used in Teaching Turkish and Their Areas of Use Teaching methods |
| 6 | Applications and activity suggestions that can be used in teaching Turkish |
| 7 | MIDTERM |
| 8 | Social networks Lms – instant messaging services |
| 9 | Course management systems |
| 10 | Kahoot Padlet |
| 11 | Podcast Audio recording programs |
| 12 | Practical Experiences on the Use of Technology in Language Lessons |
| 13 | A Future Perspective on the Development of Technology Use in Language Teaching: Augmented Reality and Virtual Reality Classrooms |
| 14 | Evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

|  |  |
| --- | --- |
| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 546702007 | **COURSE NAME** | Linguistic Theories and Applications in Turkish Teaching |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Language acquisition theories. Structural linguistics; language and its use, substance and form, meaning and value. Semiotics. Functionalism. Stylistics; figure, trope, image. Generative transformational grammar. | | | | | | |
| **COURSE OBJECTIVES** | | | | | • Ability to explain general linguistic concepts.  • Being able to understand the importance of knowing language theories in language teaching.  • Being able to understand the theory of functionalism.  • Being able to understand Naom Chomsky's thoughts on language teaching.  • Being able to understand Ferdinand De Saussure's thoughts on language acquisition.  • Ability to prepare language teaching designs considering language acquisition theories. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | Students are expected to know the language acquisition processes and to be able to design and evaluate the learning and teaching processes of native language teaching courses accordingly. | | | | | | |
| **COURSE OUTCOMES** | | | | | • Knows language acquisition processes.  • Explains the reasons for the problems experienced in mother tongue teaching in line with language acquisition processes.  • Designs learning and teaching processes based on language acquisition processes related to mother tongue teaching.  • Designs measurement and evaluation processes based on language acquisition processes related to mother tongue teaching. | | | | | | |
| **TEXTBOOK** | | | | | Kıran, Z. ve Kıran A. (2006) Dilbilime giriş. Ankara: Seçkin Yayınları. | | | | | | |
| **OTHER REFERENCE** | | | | | Aksan D.(1998). Her yönüyle dil, ana çizgileriyle dilbilim. Ankara: TDK Yayınları.  Bilgin, M. (2006). Anlamdan anlatıma Türkçemiz. Anı Yayıncılık.  Guiraud, P. (1994). Göstergebilim. Mehmet Y. (Çev.). İmge Kitabevi. Marshall, J. (1994) Anadili ve yazın öğretimi. Cahit Külebi(Çev.) Başak Yayınları.  Rifat, M. (1983). Dilbilim ve göstergebilim kuramları. Acar Matbaacılık.  Saussure, F. (1998). Genel dilbilim dersleri. Vardar, B. (Çev.). Multilingual Yayınları.  Toklu, o. (2003). Dilbilime giriş. Ankara: Akçağ Yayınları. Uğur, N. Anlambilim. Doruk Yayımcılık  Vardar, B. (1998). Açıklamalı dilbilim terimleri sözlüğü. ABC Kitabevi. Vardar, B. (1998). Dilbilim temel kavram ve ilkeleri. Multilingual Yayınları. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Basic textbook and other references | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction of the course. |
| 2 | Semiotics Ferdinand De Saussure. |
| 3 | Semiotics Ch. S. Peirce. |
| 4 | Semiotic analysis. |
| 5 | Structural linguistics; language and its use. |
| 6 | Structural linguistics; substance and form, meaning and value. |
| 7 | MIDTERM |
| 8 | Functionalism; Prague School. |
| 9 | Generative transformational grammar; Naom Chomsky. |
| 10 | Stylistics; figure, trope, image. |
| 11 | Metaphor theory |
| 12 | Learning-teaching process patterns in mother tongue teaching |
| 13 | Mother tongue teaching measurement and evaluation processes. |
| 14 | Evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

|  |  |
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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 546702008 | **COURSE NAME** | Theory and Practices in Teaching Turkish as a Foreign Language |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 40 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | What language teaching theories and methods are, what the strategies, models, approaches, methods, techniques and materials used in teaching Turkish as a foreign language can be, and how to use them effectively in teaching. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of the course is to learn the theories and practices used in teaching Turkish as a foreign language and to know how to use them effectively. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Defines the basic concepts of language teaching.  Knows the processes and basic principles in teaching Turkish as a foreign language.  Examines the curriculum and publications related to teaching Turkish as a foreign language.  Understands the methods and techniques used in teaching Turkish as a foreign language.  Gains information about skill areas in teaching Turkish as a foreign language. Prepares texts for teaching Turkish as a foreign language.  It creates an achievement-based activity in teaching Turkish as a foreign language.  Uses technological materials in teaching Turkish as a foreign language. Learns measurement, evaluation and examination techniques in teaching Turkish as a foreign language.  Conducts literature research on teaching Turkish as a foreign language. | | | | | | |
| **TEXTBOOK** | | | | | Uygulamalı Türkçenin Yabancı Dil Olarak Öğretimi El Kitabı 1-2. Cilt (Ed. H. Develi vd.) | | | | | | |
| **OTHER REFERENCE** | | | | | Yabancı Dil Olarak Türkçe Öğretimi (A. Güzel ve E. Barın) | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts of language teaching |
| 2 | Processes and basic principles in teaching Turkish as a foreign language |
| 3 | Curriculum and publications on teaching Turkish as a foreign language |
| 4 | Methods and techniques used in teaching Turkish as a foreign language |
| 5 | Listening and speaking skills in teaching Turkish as a foreign language |
| 6 | Reading and writing skills in teaching Turkish as a foreign language |
| 7 | MIDTERM |
| 8 | Grammar teaching in teaching Turkish as a foreign language |
| 9 | Text preparation in teaching Turkish as a foreign language |
| 10 | Creating achievement-based activities in teaching Turkish as a foreign language |
| 11 | Use of technological materials in teaching Turkish as a foreign language |
| 12 | Measurement, evaluation and examination techniques in teaching Turkish as a foreign language |
| 13 | Literature research on teaching Turkish as a foreign language |
| 14 | Evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

|  |  |
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| **SEMESTER** | Spring |

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| **COURSE CODE** | 546702006 | **COURSE NAME** | Teaching Turkish as a Heritage Language |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | In the course, information is gained about the concepts of heritage language, first language, second language, bilingualism, multilingualism, foreign language. Current hypotheses in these areas are examined and discussed. The geography where Turkish is spoken as a heritage language is learned. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main purpose of the course is to learn the concepts of heritage language, first language, second language, bilingualism, multilingualism, foreign language and to recognize the geography where Turkish is spoken as a heritage language. The problems of Turkish in this geography and the examination of its differences from Turkey's Turkish as a heritage language are also among the main purposes. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | In this course, students will gain comprehensive information about Turks abroad and the Turkish spoken by Turks abroad. | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. To be able to master important and current literature in the field.  2. To gain knowledge about the conceptual structure of Turkish as a heritage language.  3. To have an idea about the current status and problems of teaching Turkish as a heritage language.  4. To be able to identify problems in the field.  5. To be able to identify topics that need to be researched in the field. Conducts literature research on teaching Turkish as a foreign language. | | | | | | |
| **TEXTBOOK** | | | | | Yıldız, C., Arslan, K. Thomas, R. (2021). İki Dillilik ve Dil Edinimi (Almanya'da Türkçe-Almanca İki Dilli Büyüyen Çocuklar Üzerine Bir İnceleme) | | | | | | |
| **OTHER REFERENCE** | | | | | Bosch, L. V. D., Segers, E. & Verhoeven, L. (2020). First and second language vocabulary affect early second language reading comprehension development. Journal of Research in Reading, 43,3, pp: 290–308. DOI:10.1111/1467- 9817.12304  Cha, K., & Goldenberg, C. (2015). The complex relationship between bilingual home language input and kindergarten children’s Spanish and English oral proficiencies. Journal of Educational Psychology, 107(4), 935–953. <https://doi.org/10.1037/edu0000030>.  Rydland, V., Aukrust, V. G., & Fulland, H. (2013). Living in neighborhoods with high or low co-ethnic concentration: Turkish–Norwegian-speaking students' vocabulary skills and reading comprehension, International Journal of Bilingual Education and Bilingualism, 16(6), 657-674, DOI:  10.1080/13670050.2012.709224 | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Computer and projection | | | | | | |

|  |  |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Heritage language, bilingualism and multilingualism |
| 2 | Mother tongue, first language, second language, foreign language |
| 3 | Geographies where Turkish is spoken as a heritage language |
| 4 | Specific language hypothesis in bilingual language learning |
| 5 | Non-specific language hypothesis in bilingual language learning |
| 6 | Linguistic interference in bilingualism |
| 7 | MIDTERM |
| 8 | Code switching in bilingual language learning |
| 9 | Code confusion in bilingual language learning |
| 10 | Practices of teaching Turkish as a heritage language |
| 11 | Practices of teaching Turkish as a heritage language |
| 12 | Problems in teaching Turkish as a heritage language |
| 13 | Problems in teaching Turkish as a heritage language |
| 14 | Evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 546702003 | **COURSE NAME** | Academic Turkish |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | The content of this course is the examination of Turkish in the oral and written usage areas of academic Turkish and analysis of application examples.  In this context, the academic Turkish course consists of academic reading, academic listening, academic writing, academic speaking, grammar and academic vocabulary examination and practice.  Application areas of academic discourse and academic style preferences are within the scope of this course | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to examine the structure and practices of Turkish academic discourse. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | Students will be able to analyze the structure of academic discourse in courses and use it consciously in their own career processes. | | | | | | |
| **COURSE OUTCOMES** | | | | | Comprehension of academic grammar.  Comprehension of academic vocabulary.  Development of academic speaking skills.  Improving academic writing skills.  Improving academic reading skills.  Developing academic listening skills. | | | | | | |
| **TEXTBOOK** | | | | | Tüfekçioğlu, B. (2020). [Ed.]. Akademik amaçlar için Türkçe öğretimi –Kuram ve Uygulama-. Pegem Akademi. | | | | | | |
| **OTHER REFERENCE** | | | | | Demir, N. (2005). Bilimsel dergilerde yayın dili sorunu. Sosyal bilimlerde süreli yayınlar ve bilgi teknolojileri sempozyumu, bildiriler. Ankara: Yeni Avrasya Yayınları.  Basturkmen, H. (2010). Developing courses in English for academic Purposes. Springer.  Tok, M. (2013). Türkçenin yabancı dil olarak öğretiminde akademik yazma ihtiyacı. Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi 10(23), 1-25. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Computer and projector | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The nature of science and knowledge |
| 2 | Presentation of information |
| 3 | Person in academic texts |
| 4 | Academic discourse in Turkish |
| 5 | Grammar in Academic Turkish |
| 6 | Vocabulary in Academic Turkish |
| 7 | MIDTERM |
| 8 | Turkish academic reading |
| 9 | Turkish academic writing |
| 10 | Turkish academic listening |
| 11 | Turkish academic speech |
| 12 | Practice |
| 13 | Practice |
| 14 | Evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

|  |  |
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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| --- | --- |
| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 546702010 | **COURSE NAME** | Applied Linguistics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | The content of this course is to provide theoretical information about the application areas of linguistics (media language, educational language, language teaching, lexicology, etc.), to provide information about research methods and techniques, to evaluate in terms of Turkish education (mother tongue education and foreign language teaching), to analyze the studies conducted and to provide information about new studies. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to provide information about the application areas of the language | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | Students will be able to analyze the productive skills of the language in the courses and use them consciously in their own career processes. | | | | | | |
| **COURSE OUTCOMES** | | | | | Understanding of applied linguistics terms  Understanding of media language features  Understanding of application areas of natural language processing  Understanding of applied linguistics and language teaching relationship  Understanding of methods of lexicology and corpus linguistics | | | | | | |
| **TEXTBOOK** | | | | | Bartels, N. (2005). Applied Linguistics and Language Teacher Education. Springer. | | | | | | |
| **OTHER REFERENCE** | | | | | Demir, N. (2005). Bilimsel dergilerde yayın dili sorunu. [The problematic of publish language in sciencefic journals]. Sosyal bilimlerde süreli yayınlar ve bilgi teknolojileri sempozyumu [Symposium on periodicals and information technologies in social sciences]. Ankara: Yeni Avrasya Yayınları.  Basturkmen, H. (2010). Developing courses in English for academic Purposes. Springer. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Computer and projector | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concepts of applied linguistics and theoretical linguistics |
| 2 | Concepts of applied linguistics and theoretical linguistics |
| 3 | Fields of application of the language |
| 4 | Fields of application of the language |
| 5 | Fields of application of the language |
| 6 | Screen language research and applications |
| 7 | MIDTERM |
| 8 | Applied linguistics and language education |
| 9 | Applied linguistics and language education |
| 10 | Applied linguistics and language education |
| 11 | Applied linguistics and corpus linguistics |
| 12 | Applied linguistics and lexicography |
| 13 | Sciencefic methods of applied linguistics |
| 14 | Evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 546702009 | **COURSE NAME** | Applied Text Linguistics in Teaching Children's Literature |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 60 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | How to use text linguistics practically in teaching children's literature. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is; How to choose literary text types in teaching children's literature and the adaptation of applied text linguistics to teaching children's literature. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | Students taking this course will become competent in writing a master's thesis in the field of children's literature teaching or in applying text linguistics in the field of children's literature teaching as a science expert. | | | | | | |
| **COURSE OUTCOMES** | | | | | Students taking this course; They will have theoretical and practical knowledge about text selection, text types and text linguistic applications in teaching children's literature. | | | | | | |
| **TEXTBOOK** | | | | | Children's Literature, (editor: Ayfer Şahin) PegemA Yay. 2021 | | | | | | |
| **OTHER REFERENCE** | | | | | Children's Literature in Terms of Teaching Turkish, Nobel Publication. 2015  Children's Literature, Fehmi Temizyürek, Namık Kemal Şahbaz, Zeki Gürel, PegemA Yay. 2016 | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Children and children's literature, Language development in children, Native language skills |
| 2 | Definition and characteristics of children's literature, function of children's literature |
| 3 | Characteristics of children's literature texts, conditions for being a text |
| 4 | Characteristics of children's literature texts, conditions for being a text |
| 5 | Characteristics of children's literature texts, basic features that should be present in children's publications |
| 6 | Basic features (content) that should be present in children's publications |
| 7 | MIDTERM |
| 8 | Types of children's literature; Fairy Tale, Lullaby, Nursery Rhyme, Joke |
| 9 | Types of children's literature; Folk tales, Riddle, Epic, Legend |
| 10 | Types of children's literature; Fable, Novel, Story, Poetry, Other genres |
| 11 | Children's publications; Periodicals, Books, Non-literary children's books, Literary books |
| 12 | Audio, video, interactive broadcasts |
| 13 | Audio, video, interactive broadcasts |
| 14 | Evaluation |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 546702001 | **COURSE NAME** | Seminar |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 0 | | 3 | 0 | | | 3 | 7.5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | | X | | | |  | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, students, together with the instructor in charge of the course, prepare a study about a problem they have determined using the scientific method and share their work in the classroom environment. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to enable students to acquire the skills of accessing scientific data, using data, making evaluations and preparing presentations in solving a problem related to their field before moving on to the thesis stage. For this purpose, examining the research conducted in the world and in Turkey in the field of higher education, the paradigmatic and theoretical foundations on which educational research is based, the research methods and techniques used in the research, the classification of research related to higher education, the subjects and themes discussed in higher education, the theoretical foundations of some studies to be selected regarding higher education, criticism in terms of methods and results, and the student's ability to design and present an original research | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course, students;  1. Can notice a problem with his/her field.  2. Can use the scientific process effectively.  3. Can develop alternative solutions to the problem in question.  4. Can write a scientific report.  5. Can present the research report effectively. | | | | | | |
| **TEXTBOOK** | | | | | APA (2009). American psychological association publication guide. Istanbul: Kaknüs Publications. | | | | | | |
| **OTHER REFERENCE** | | | | | Turkish Academy of Sciences (2002). Ethics and problems in scientific research. Ankara: TUBA | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Computer | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Current developments and problems in the field |
| 2 | Identifying the problem situation |
| 3 | Literature review |
| 4 | Preparing a research proposal |
| 5 | Collection of data |
| 6 | Collection of data |
| 7 | MIDTERM |
| 8 | Analysis of data |
| 9 | Analysis of data |
| 10 | Results |
| 11 | Discussion and suggestions |
| 12 | Writing a research report |
| 13 | Presentation of the research report |
| 14 | Evaluation |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall/Spring |

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| **COURSE CODE** | 546701701 | **COURSE NAME** | Master’s Thesis |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| III/IV | 0 | | 1 | 0 | | | 0 | 25 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | | X | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 50 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | The content of this course includes determining the problem and research topic for the master's thesis, revealing the purpose and importance of the study, guiding processes for determining the method, creating a study bibliography, and in addition to all the descriptive items mentioned, information about the draft plan envisaged in writing the thesis study and a study plan is taking. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To guide the graduate student's thesis work and to ensure that the student acquires knowledge, skills and attitudes regarding the master's thesis. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course, students  1. Ability to select a problem situation and describe it in the context of theoretical or social influences  2. Understanding the relationship between the research topic and the research problem,  3. Understanding and explaining the importance and purpose of the research,  4. Choose one of the appropriate methods devoted to the research problem and search the literature,  5. An initial draft plan will be prepared in the context of the thesis proposal regarding the estimated general situation of the study. | | | | | | |
| **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. | | | | | | |
| **OTHER REFERENCE** | | | | | 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. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Course Book | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic Principles of Educational Research |
| 2 | Problem/Purpose |
| 3 | Literature Review |
| 4 | Qualitative and Quantitative Research Designs |
| 5 | Sampling |
| 6 | Experimental research |
| 7 | MIDTERM |
| 8 | Survey research – Correlational research |
| 9 | Causal research |
| 10 | Qualitative and quantitative measurement |
| 11 | Quantitative data analysis |
| 12 | Qualitative data analysis |
| 13 | Writing the research report |
| 14 | Evaluation of the course |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**:

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| **logo, simge, sembol, ticari marka, amblem içeren bir resim  Açıklama otomatik olarak oluşturuldu** | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall/Spring |

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| **COURSE CODE** | 546701901 | **COURSE NAME** | Specialized Field Course |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| III/IV | 3 | | 0 | 0 | | | 3 | 5 | COMPULSORY  ELECTIVE | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Turkish Education** | | | | | **Social Science** |
|  | | X | | | | X | | | | |  |
| **ASSESSMNET CRITERIA** | | | | | | | | | | | |
| **MIDTERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Midterm | | | | | 1 | 50 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others ( ) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Specialization Field Course is a course that guides the graduate student's thesis work and enables the student to gain knowledge, skills and attitudes related to the doctoral thesis; It is a preparatory course that differs from the content of the compulsory and elective course subjects in the graduate program taken by the student. 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 study bibliography, and in addition to all the descriptive items mentioned, information about the draft plan envisaged in writing the thesis study and a study plan | | | | | | |
| **COURSE OBJECTIVES** | | | | | It is aimed to examine and discuss new developments and publications in the subjects of students who continue their thesis work. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Ability to identify a problem situation and define it with its theoretical and/or social dimensions,  2. Being able to establish a relationship between the subject of the research and the defined problem situation,  3. Being able to understand the purpose of the study and explain its importance,  4. Being able to search the literature and determine the appropriate method for the problem situation,  5. Being able to create a draft plan for the estimated course of the research within the scope of the thesis proposal. | | | | | | |
| **TEXTBOOK** | | | | | Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Pegem Akademi.  Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Anı Yayıncılık.  Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Pars Matbaacılık.  Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Anı Yayıncılık. Marshall, C. ve Rossman G. (1989). Designing qualitive research. Sage Publications. | | | | | | |
| **OTHER REFERENCE** | | | | | Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). Sage Publications, Inc.  Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Seçkin Yayınları. | | | | | | |
| **TOOLS AND EQUIPMENT REQUIRED** | | | | | Course Book | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Thesis topic research |
| 2 | Literature follow-up on the topic |
| 3 | Evaluation |
| 4 | Preparation and presentation of report |
| 5 | Literature follow-up |
| 6 | Article review |
| 7 | MIDTERM |
| 8 | Source review |
| 9 | Evaluation |
| 10 | Literature review |
| 11 | Article review |
| 12 | Evaluation |
| 13 | Report preparation and presentation |
| 14 | Course evaluation |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 2 | Can understand the relationships between theories and practices regarding Turkish education. |  |  |  |
| 3 | Can independently carry out scientific research on the field of Turkish education. |  |  |  |
| 4 | Can develop solutions to problems related to the field of Turkish education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of Turkish education, develop and implement solutions and evaluate the results. |  |  |  |
| 6 | Evaluates the knowledge gained in the field of Turkish education from a critical perspective and can direct learning. |  |  |  |
| 7 | Can carry out studies in the field of Turkish education with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of Turkish education verbally and in writing at the national/international level. |  |  |  |
| 9 | Can effectively convey the developments in the field of Turkish education, individually and professionally, to groups within and outside the field, in written, oral and visual form. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of Turkish education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of Turkish education in interdisciplinary studies. |  |  |  |
| 12 | It develops and deepens the general knowledge of educational science within the framework of basic theories and practices in the field of Turkish education. |  |  |  |
| 1: None. 2: Partially contribution. 3: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature**: