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| **EDUCATIONAL ADMINISTRATION DOCTORATE** | | | | | |
| **Course Code** | **Course Name** | **ECTS** | **T+P+L** | **C/E** | **Language** |
| **Fall Semester (I. Semester)** | | | | | |
| 545111010 | Quantitative Research Methods in Education | 7,5 | 3+0+3 | C | Turkish |
| 545111012 | Theory and Practice in Educational Administration | 7,5 | 3+0+3 | E | Turkish |
| 545111013 | Leadership Theories in Education | 7,5 | 3+0+3 | E | Turkish |
| 545111014 | School Culture | 7,5 | 3+0+3 | E | Turkish |
| 545111015 | Philosophy of Science | 7,5 | 3+0+3 | E | Turkish |
| **Total Credit** | |  | **12** |  |  |
| **Spring Semester (II. Semester)** | | | | | |
| 545112008 | Qualitative Research Methods in Education | 7,5 | 3+0+3 | C | Turkish |
| 545112009 | Higher Education Administration | 7,5 | 3+0+3 | E | Turkish |
| 545112010 | Critical and Radical Theory in Education | 7,5 | 3+0+3 | E | Turkish |
| 545112011 | Organizational Behavior in Educational Administration | 7,5 | 3+0+3 | E | Turkish |
| 545112012 | Policy Analysis in Education | 7,5 | 3+0+3 | E | Turkish |
| 545112013 | Education Law | 7,5 | 3+0+3 | E | Turkish |
| 545112015 | Neolibaral Pedagogy and Philosophy in Educational Administration | 7,5 | 3+0+3 | E | Turkish |
| **Total Credit** | |  | **9** |  |  |
| **Fall Semester (III. Semester)** | | | | | |
| 545111011 | Seminar | 7,5 | 0+3+0 | C | Turkish |
| 545111016 | Educational Planning and Economics | 7,5 | 3+0+3 | E | Turkish |
| 545111017 | New Approaches in Educational Administration | 7,5 | 3+0+3 | E | Turkish |
| 545111018 | Educational Administration Research | 7,5 | 3+0+3 | E | Turkish |
| 545112016 | Digital Transformation and Applications in Educational Management | 7,5 | 3+0+3 | E | Turkish |
| **Total Credit** | |  | **12** |  |  |
| **Spring Semester (IV. Semester)** | | | | | |
| 545111701 | Ph.D.Proficiency | 30 | 0+1+0 | C | Turkish |
| **Total Credit** | | **30** | **0** |  |  |
| **Fall Semester (V. Semester)** | | | | | |
| 545112701 | Doctoral Thesis | 25 | 0+1+0 | C | Turkish |
| 545111901 | Special Topics | 5 | 3+0+0 | C | Turkish |
| **Total Credit** | | **30** | **0** |  |  |

**Course Load and Graduation:** For students who have been accepted to a doctoral program with a master's degree with thesis, at least seven courses, seminars, proficiency exams, thesis proposal, specialization course and thesis work, with a total of twenty-one credits and 60 ECTS in two semesters, at least 240 Consists of ECTS credits.

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545111010 | **COURSE NAME** | Quantitative 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 (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %100 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Main purpose of this course is to enable students to examine research processes (determining a problem, data collection, data analysis, and interpretation of the results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The objective of this course is to gain ability for performing all aspects of quantitative research. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. to develop understandings about the role of research in science –especially in knowledge management 2. to gain knowledge about research processes and research methods 3. to analyze research in knowledge management field and gaining evaluation ability 4. to think systematically for solving problems in knowledge management field and perform analytical methods 5. to teach data collection, data analysis and evaluation techniques 6. to gain knowledge in writing research proposal and preparing research report | | | | | | |
| **TEXTBOOK** | | | | | * McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company. | | | | | | |
| **OTHER REFERENCES** | | | | | * 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. * Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi. * Sipahi, B., Yurtkoru, E. S., & Çinko, M. (2010). Sosyal bilimlerde SPSS’le veri analizi. İstanbul: Beta Yayınları. * Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic principles in educational research |
| 2 | Problem/Purpose |
| 3 | Literature Review |
| 4 | Qualitative and quantitative research designs |
| 5 | Sampling |
| 6 | Experimental research |
| 7-8 | MID-TERM EXAM |
| 9 | Survey research – Correlational research |
| 10 | Causal research |
| 11 | Qualitative and quantitative measurement |
| 12 | Quantitative data analysis |
| 13 | Writing research report |
| 14 | Course evaluation |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of educational administration, supervision, planning and economics. |  | x |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills | x |  |  |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines. | x |  |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics. | x |  |  |
| 5 | to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  | x |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics. | x |  |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. |  | x |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. |  | x |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. |  | x |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. | x |  |  |
| 13 | to be equipped and competence to lead educational organizations. |  |  | x |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. | x |  |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545111012 | **COURSE NAME** | Theory and Practice in Educational Administration |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %60 | | | |  | | | | | %40 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | * Theoretical foundations of educational administration * Relationship between theory and research in educational administration * The development of the theory movement in educational administration and criticisms towards it * The effects of positivist and interpretative paradigms in educational administration * Alternative paradigms in educational administration * Cultural, ethical, phenomenological and subjective approaches in education management * Reflections on critical theory and educational management * Discussions on modernity and post-modernity and educational management | | | | | | | |
| **COURSE OBJECTIVES** | | | | This course aims to provide a basis for the students to understand the basic assumptions of social theories and their reflection on the management of education and the relationships between the institutional foundations of education management and research. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of this course, students will   * gain the theoretical foundations of educational administration * analyze theories and research relations in education management * see reflection of different paradigms in educational administration * analyze the relationship between educational administration and social theory * analyzes various issues related to educational administration from different theoretical perspectives. * Acquire the theses of alternative paradigms and approaches that come to the agenda in educational administration. | | | | | | | |
| **TEXTBOOK** | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | * Bates, R.J. (1995). “Critical theory of educational administration", in Evers, C.W., Chapman, J. (Eds),*Educational Administration: An Australian Perspective*, Allen and Unwin, Sydney, pp.49-59. * Culbertson, J. (1983). *Theory in Educational Administration*: Echoes from Critical Thinkers. *Educational Researcher.* Vol. 12, No. 10. * Evers, C. and G. Lakomski, (2004). “*Educational Administration As Science*” in Peter Ribbins and others, (1991), * Evers C. W. and G. Lakomski (1991), *Knowing Educational Administration*, Pergamon Press, Oxford. * Evers, C. W. and G. Lakomski (1996), *Exploring Educational Administration* (Pergamon Press, Oxford. * Greenfield, T.B: and Ribbins, P. (1993). *Greenfield on Educational Administration*. Routledge, London. * Greenfield, T.B. (1975).'Theory about Organization: A New Perspective and its Implication for Schools', in M.G. Hughes (ed.), *Administering Education: International Challenge*. Althone Press, London. * Greenfield, T.B. 'The Man who comes back through the Door in the Wall: Discovering Truth, discovering Self, Discovering Organizations', *Educational Administration Quarterly*, 16(3), 25-59, 1980. * Greenfield, T.B. (1986). *The Decline and Fall of Science in Educational Administration*, Interchange, 17(2), 57-80. * Griffiths, D.E. (1985). *Administrative Theory in Transition.* Deakin University, pp. 12-25. * Halpin, A. W. (1958). Administrative Theory in Education , Macmillan, New York. * Lakomski, G. (1988) 'Critical Theory', in J.P. Keeves (ed.), Educational Research, Methodology, and Measurement: An International Handbook (Pergamon Press, Oxford, 2nd edition, 1997). * Maxcy, S.J. (ed.) (1993), *Postmodern School Leadership*.Westport, Praeger * Maxcy, S.J. (1991). Educational leadership : a critical pragmatic perspective. New York : Bergin & Garvey, * Peca, K. (2001). Paradigmatic Differences in Educational Administration: Positivism and Critical Theory. (ERIC Document Reproduction Service No. ED 458706). * Şişman, M. (1998). Eğitim Yönetiminde Kuram ve Araştırmada Alternatif Paradigma ve Yaklaşımlar. *Kuram ve Uygulamada* | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Course preparation, resource search, assignment of tasks |
| 2 | Theoretical foundations of educational administration, theory movement |
| 3 | Interpretivist paradigm and reflection on education, school and education management  Reflections of phenomonal discussions on education, school and education management |
| 4 | Critical theory, critical and radical pedagogy and reflection on education, school and education management |
| 5 | Cultural theory and organizational symbolism-focused debates in educational administration  The effects of institutionalism theory and new institutionalism theory in educational administration |
| 6 | Postmodernism focused debates in the field of educational administration |
| 7-8 | MID-TERM EXAM |
| 9 | Dynamic systems theory: Chaos and confusion theory and educational management |
| 10 | The effects of ethical theory and values ​​theory in educational management |
| 11 | Leadership in Islamic thought tradition and Islamic leadership |
| 12 | Current debates and conceptualizations on leadership and education leadership  Discussions on accountability in education system and school |
| 13 | Basic themes and topics discussed in the field of education management in the world and Turkey |
| 14 | Theoretical bases of educational management research in Turkey, practice, problems and suggestions of education management in Turkey |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. | x |  |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. |  | x |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. | x |  |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. |  | x |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. | x |  |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. | x |  |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. |  | x |  |
| 13 | to be equipped and competence to lead educational organizations. |  | x |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. |  | x |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  |  | x |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545111013 | **COURSE NAME** | Leadership Theories in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | % 60 | | | |  | | | | | % 40 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Article review | | | | |  |  |
| Research assignment | | | | | 1 | 30 |
| Project | | | | | 1 | 30 |
| Final Exam | | | | | 1 | 40 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  |  |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | * Analyzing different leadership theories * Reviewing concepts and conceptualizations related to leadership * Examining the characteristics of effective leaders * Appling leadership skills in different environments and organizations, especially in educational institutions | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to evaluate leadership theories in different aspects. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of this module students will be able to:  1. Study and apply leadership theories and skills;  2. Understand and be able to evaluate the effectiveness of various leadership behaviors in different contexts; and,  3. Develop knowledge of theoretical concepts and to be able to apply theories in different settings. | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Northouse, P. (2009). *Liderlik: Teori ve Uygulama.* Sage Pub., USA. 2. Kouzes, J. and Posner, B. (2009). *Liderlik.* NY: John Wiley & Sons, Inc. 3. Bass, B. M. and Bass, R. (2009). *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications.* NY: Free Press. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concept of leadership |
| 2 | Leadership theories |
| 3 | Leadership and decision making |
| 4 | Leadership and communication |
| 5 | Leadership and ethics |
| 6 | Vision and leadership |
| 7-8 | MID -TERM |
| 9 | Learning organizations and leadership |
| 10 | Leadership and the future |
| 11 | Change and leadership |
| 12 | Educational politicts and leadership |
| 13 | Characteristics of effective leardership |
| 14 | Interview with leader |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. |  | x |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. |  | x |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  | x |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. | x |  |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. | x |  |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. |  | x |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. |  | x |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. |  | x |  |
| 13 | to be equipped and competence to lead educational organizations. | x |  |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  |  | x |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545111014 | **COURSE NAME** | School Culture |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Credit** | **Credit** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY ()ELECTIVE (X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** |
|  | | %80 | | | |  | | | | | %20 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Culture, education and society, components of the culture, organization and management concepts from different perspectives, cross-cultural differences and management, organization from cultural aspects, the basic functions and results of the organizational culture, analysis from cultural aspects of the school, cultural characteristics of effective schools, cultural leadership in school management, change in school culture and management of change, researches about school culture in Turkey and around the world. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To know the culture and its components, to realize and classifications ​​about organizational culture, to analyze school from cultural perspective and to evaluate the role of an effective school principals in effective school culture. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.To analyze different aspects of the concept of culture and school culture  2.To questionize function of school culture in the process of creating a effective school  3.Toanalyze the relationship between school culture and school management  4.To examine the research about school culture | | | | | | |
| **TEXTBOOK** | | | | | 1.Şişman, M. (1994). *Örgüt kültürü.* Eskişehir: A. Ü. Yayınları  2. Şişman, M. (2002). *Örgütler ve kültürler*, Ankara: Pegema.  3.Turan, S. (Editör) (2010). *Eğitim yönetimi: Teori, araştırma ve uygulama*. Ankara: Nobel Yayıncılık  4.Çelik, V. (2000). *Okul kültürü ve yönetimi*. Ankara: Pegema Yayıncılık.  5.Prosser, J. (ed.) (1999). *School culture.* London: Paul Chapman.  6. Deal, T.E.& Peterson, K.D. (2009). *Shaping school culture* (2th.ed.). San Francisco: Jossey Bass. | | | | | | |
| OTHER REFERENCES | | | | | 1.Açıkalın. A. ve diğerleri (2007). *Bir insan olarak okul müdürü*. Ankara: Pegema Yayıncılık.  2.Özden, Y. (Editör) (2004). *Eğitim ve okul yöneticiliği el kitabı*. Ankara: Pegema Yayıncılık.  3.Şişman, M. (2002). *Öğretim liderliği,* Ankara: Pegema Yayıncılık.  4.Şişman, M. (2002). *Eğitimde mükemmellik arayışı.* Ankara: Pegema Yayıncılık.  5. Şişman, M. (2002). *Okul Törenleri: Ritüel yeri olarak okul.* Ankara: Pegema Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of culture and components of the culture |
| 2 | Culture and society in terms of some theories |
| 3 | Organization and management theories from different perspectives |
| 4 | Intercultural differences and management |
| 5 | Definition and components of the school culture |
| 6 | Creation of an effective school culture |
| **7-8** | **MIDTERM** |
| 9 | School culture and school climate |
| 10 | Theoretical foundations of the school culture |
| 11 | Relations between school culture and other variables |
| 12 | Changing of school culture |
| 13 | The school administrator's role in the creating of school culture |
| 14 | Studies on the school culture in Turkey and around the world |
| **15-16** | **FINAL EXAM** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. | x |  |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. | x |  |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  | x |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. |  | x |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. | x |  |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. | x |  |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. | x |  |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. | x |  |  |
| 13 | to be equipped and competence to lead educational organizations. |  | x |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. |  | x |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  |  | x |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor:

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545111015 | **COURSE NAME** | Philosophy of Science |

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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 ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %40 | | | |  | | | | | %60 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | | 1 | 30 |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUISITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts and dimensions of philosophy of science, processes of access to information, relationships between philosophy and science, the basic approaches in the philosophy of science, the new assumptions in the philosophy of science, scientific research methodology, viewpoints of various periods about human nature. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To know the main dimensions and concepts of philosophy of science, to learn the processes of philosophical thinking, to know different perspectives about human nature, to analyze the relations between philosophy and science. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. To know main approaches in philosophy of science 2. To explicating the philosophical texts 3. To questioning the relations between philosophy and science 4. To think analytically 5. To gain alternative viewpoints 6. To analyze the relations education and philosophy 7. To analyze the main methodology in scientific researches | | | | | | |
| **TEXTBOOK** | | | | | 1. Aydın, A. (2011). *Felsefe ve düşünce tarihi (6.bs.).* Ankara: Pegem Akademi Yayıncılık  2. Kuhn, T.S. (2008). *Bilimsel devrimlerin yapısı.* İstanbul: Kırmızı Yayınları.  3. Popper, K.R. (2010). *Bilimsel araştırmanın mantığı.* İstanbulYapı Kredi Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Aydın, A. (2010). *Yaşadığımız dünya*. Ankara: Pegem A Yayıncılık.  2. Bolay, S. H. (2009). *Felsefe Doktrinleri ve Terimleri Sözlüğü*. Ankara: Nobel Yayın Dağıtım.  3. Yıldırım, C. (2008). *Bilim Felsefesi (12.bs.).* İstanbul: Remzi Kitabevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Science and philosophy of science |
| 2 | Ways to access information |
| 3 | Human nature in the Ancient philosophy |
| 4 | Human nature in the Hellenistic and Rome philosophy |
| 5 | Human nature in the Middle Age Philosophy |
| 6 | Human nature in the Eastern and Islamic philosophy |
| 7-8 | MID-TERM EXAM |
| 9 | Human nature in the the Renaissance philosophy |
| 10 | Human nature in 17th century philosophy |
| 11 | Human nature in the Enlightenment philosophy |
| 12 | Human nature in the German idealism |
| 13 | Human nature in 17th century philosophy |
| 14 | Methodology in scientific researches |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. |  | x |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. |  | x |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  | x |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. |  | x |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. |  | x |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. |  | x |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. |  | x |  |
| 13 | to be equipped and competence to lead educational organizations. |  | x |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  |  | x |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature:

Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545112008 | **COURSE NAME** | Qualitative Research Methods in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY ( X ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** | |
|  | | %80 | | | |  | | | | | %20 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | | 1 | | 30 |
| Quiz | | | | | |  | |  |
| Homework | | | | | |  | |  |
| Project | | | | | | 1 | | 30 |
| Report | | | | | |  | |  |
| Others (………) | | | | | |  | |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | - | | | | | | | | |
| **COURSE DESCRIPTION** | | | | - Knowledge base of different qualitative research methods,  - Different qualitative research designs,  - Basic steps of qualitative research,  - Implementation of qualitative data analysis,  - Examination of a sample qualitative research topic,  cover the content of this course. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of the course, the students should be able to:  1. understand knowledge base in different qualitative research methods,  2. learn qualitative research designs,  3. comprehend basic steps of qualitative research,  4. interpret qualitative data analysis,  5. use qualitative research methods in education effectively,  6. plan, design, interpret and report an independent qualitative research plan, design, interpret and report an independent qualitative research. | | | | | | | | |
| **TEXTBOOK** | | | | 1. Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema 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. Articles (will be submitted by the instructor). | | | | | | | | |
| **OTHER REFERENCES** | | | | S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | - | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | **I Introduction**  Emergence-first research studies  Basic concepts  Philosophical foundations  Basic characteristics |
| 2 | What kind of research topics and what kind of areas  What kind of results are obtained  Qualitative or Quantitative |
| 3 | **II Types**  Fenomenology  Etnography  Grounded theory  Case study  Field research |
| 4 | Action research  Biography  Narratives  Hermeneutical  Group focused studies (type of analysis) |
| 5 | **III Sampling and types** *(Purposive-Judgement sampling, Convenience sampling, quota sampling, theoretical sampling, snowball sampling)* |
| 6 | **IV Analysis**   1. **Types of analysis**   Typology, John Lofland & Lyn Lofland  Taxonomy ve Domain Analysis James Spradley  Constant Comparison/Grounded Theory Anselm Strauss  Analytic Induction F. Znaniecki, Howard Becker, Jack Katz. |
| 7-8 | MID -TERM |
| 9 | Logical Analysis/Matrix Analysis Matthew Miles ve Huberman  Quasi-statistics Howard Becker  Event Analysis/Microanalysis, Frederick Erickson, Kurt Lewin, Edward Hall, Erving Goffman  Metaphorical Analysis Michael Patton, Nick Smith  Hermeneutical Analysis Max Van Manen |
| 10 | Phenomenology/Heuristic Analysis Clark Moustakas  Discourse analysis James Gee  Narrative Analysis Catherine Reisman  Semiotics Peter Manning  Content Analysis R. P. Weber |
| 11 | 1. **Types and characteristics of interview**   i. Tightly structured ii. Structured iii. Loosely structured   1. **Observation** (Participant Observation, Nonparticipant Observation)   **Observation records**  **D. Document analysis and artifact analysis** |
| 12 | **V Coding of data**   1. **Data sources and characteristics** 2. **Analsis**   i. Data recording and transcription (video, audio, paper-pencil)  Coding types (Levels, processes, titles, perceptions, open areas)  **Categories and the formation process of themes and cautions (**Open Coding, Axial Coding, Selective Coding)  **C.Qualitative analysis types according to analysis** |
| 13 | **VI Validity, Reliability, Generalizability,** Triangulation:   * Member Checking: * Outlier Analysis: * Pattern Matching: * Representativeness Check: * Coding Check multiple coders: * Prolonged engagement * Persistent observation * Referential adequacy * Peer debriefing * Reflexive journal * Thick description * Purposive sampling   Audit trail. (Lincoln and Guba, Erlandson et al. 1993) |
| 14 | **VII Reporting** |
| 15-16 | FINAL EXAM |

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|  | At the end of the Educational Administration Doctorate Programs, students will be able to; |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. |  | x |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills | x |  |  |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. | x |  |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. |  | x |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. | x |  |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. |  | x |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. |  | x |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. |  |  | x |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. |  | x |  |
| 13 | to be equipped and competence to lead educational organizations. |  | x |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. | x |  |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. | x |  |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545112009 | **COURSE NAME** | Higher Education Administration |

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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 (X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %100 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | It is aimed to examine higher education systems not only from the aspects of departments, units and functions but also considering a wide perspective from internal and external environment. Organizational analysis conceptual models will be focused and real organizational environments and problems there will be analyzed through these conceptual models. | | | | | | | |
| **COURSE OBJECTIVES** | | | | The purpose of this course is to provide opportunities to understand higher education management and its culture. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of the course, the students will be able to   1. Get information about higher education management and organization. 2. Analyze higher education system through organization theory. 3. Comprehend weaknesses and strengths of higher education by means of human resource frame. 4. Define main characteristics of higher education considering political frame. 5. Explain general characteristics of organizational culture peculiar to higher education. 6. Realize the importance of financing higher education. 7. Get knowledge related to academic organizational structure in higher education. 8. Comprehend the significance of research, publishing and science politics in higher education. | | | | | | | |
| **TEXTBOOK** | | | | * Balderstone, F. E. (1995). *Managing today’s university*. Baltimore: John Hopkins. * Birnbaum, R. (1988). *How colleges work*. San Francisco: Jossey-Bass. * Birnbaum, R. (1992). *How academic leadership works*. San Francisco: Jossey-Bass. * Bolman, L. G. & Deal, T.E. (2008). *Reframing organizations* (4th edition). San Francisco: Jossey Bass. * Bowen, W. G. & Shapiro, H. T. (1998). *Universities and their leadership*. Princeton NJ: Princeton University Pres. * Cohen, M. D., March, J. G. ve Olsen, J. P. (1972). Garbage can model of organizational choice. *Administrative Science Quarterly*, 17, 1-25. * Kennedy, D. (1997). *Academic duty*. Cambridge, MA: Harvard University Press. * Kurdaş, K. (2004). *ODTÜ yıllarım: Bir hizmetin hikâyesi*. Ankara: ODTÜ Geliştirme Vakfı Yayınları. * Mintzberg (1991). The professional bureaucracy. In M. Christopher Brown (Ed.), *Organization and governance in higher education* (pp.50-71). Boston: Pearson Custom Pub. * Morgan, G. (1997). *Metafor*. (Çev. Zülfü Dicleli). İstanbul: Mess Yayınları. * Rosenzweig, R. M. (1998). *The political university*. Baltimore: John Hopkins. * Rosovsky, H. (1994). *Üniversite: Bir dekan anlatıyor* (18th edition). Ankara: Tübitak. * Senge, P. (1993). *Beşinci Disiplin*. İstanbul: Yapı Kredi Yayınları. * Şişman, M. (2007). *Örgütler ve kültürler*. Ankara: Pegem. * Weick, K. (1995). *Sensemaking* *in organizations*. New York: Sage. * Yusuf, Ş. & Nabeshima, K. (2011). *Üniversiteler ekonomik büyümeye nasıl katkıda bulunur?* (Çev: Kadri Yamaç). Washington, D. C.: Dünya Bankası. | | | | | | | |
| **OTHER REFERENCES** | | | | * Becher, T. & Kogan, M. (1980). Process and structure in higher education. Fakenham, Norfolk: Fakenham Press. * Berquist, W. H. (1992). The four cultures of the academy. San Francisco: Jossey-Bass. * Cohen, M D. & March, J. G. (1974). *Leadership and ambiguity: The American College President*. New York: Mc Graw-Hill. * Hedges, L. V. & Schneider, B. (2005). *The social organization of schooling*. New York: Russell Sage Foundation. * March, J. G. & Simon, H. A. (1958). *Organizations*. New York: Willey. * Mintzberg, H. (1979). *The structuring of organizations: A synthesis of the research*. Englewood Cliffs, NJ: Prentice-Hall. * Selznick, P. (1957). *Leadership in administration: A sociological interpretation*. Evanston, IL: Row, Peterson. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Higher education as an organization |
| 2 | Organizations as structures and bureaucracies |
| 3 | Organizations as human resource |
| 4 | Organizations as systems and environments |
| 5 | Organizations as politics |
| 6 | Organizations as culture |
| 7-8 | MID-TERM EXAM |
| 9 | Learning organizations |
| 10 | Organizational decisions and strategy |
| 11 | Organizational change |
| 12 | Leadership and higher education |
| 13 | University faculty, resources, students |
| 14 | Science politics, innovation and higher education |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. | x |  |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. |  | x |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. | x |  |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. |  | x |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. | x |  |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. | x |  |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. | x |  |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. |  | x |  |
| 13 | to be equipped and competence to lead educational organizations. | x |  |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  |  | x |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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

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| --- | --- | --- | --- |
| **COURSE CODE** | 545112010 | **COURSE NAME** | Critical and Radical Theory in Education |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | | | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** | |
| II | | | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE (X) | | Turkish | |
| **COURSE CATEGORY** | | | | | | | | | | | | | | |
| **Basic Science** | | | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** | |
| - | | | | %100 | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** | |
| Mid-Term | | | | | | 1 | 30 | |
| Quiz | | | | | |  |  | |
| Homework | | | | | | 1 | 20 | |
| Project | | | | | |  |  | |
| Report | | | | | |  |  | |
| Others (presentation, summary of the presented discussion) | | | | | |  |  | |
| **FINAL EXAM** | | | | | |  | | | | | | 1 | 50 | |
| **PREREQUIEITE(S)** | | | | | | - | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The main purpose of this course is to show how critical theory is in the field of educational management and how the education systems interpret the main issues and problems. In this course, the theories and theories that constitute the theoretical constructs of critical theory will be presented and the effects of critical theory in educational management will be examined. In this context, issues such as ideology, curriculum, culture and education policies, cultural capital, racism and gender in education, equality of opportunity in education and social justice will be examined. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | 1. To be able to interpret educational administration in terms of critical theory  2. To acquire a theoretical framework that can critically examine education system in the context of equality, justice, ideology and culture  3. Can examine how history, power, economy and discrimination shape social perspectives and schooling practices, and evaluate ways of transforming education.  4. Educationally, power can relate current issues by linking power relations. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Interpret the education administration in terms of critical theory 2. Interpret the education administration in terms of feminist theory 3. Interpret the education administration in terms of chaos theory 4. Understand the effects of positivist and interpretive paradigm in education administration 5. Fenomologic approaches and understand the effects of educational administration 6. Interprete the effects of modernite-postmodernite on education administration | | | | | | | | |
| **TEXTBOOK** | | | | | | * Giroux, H. A. (2001). *Theory and resistance in education: Towards a pedagogy for the opposition*. Greenwood Publishing Group. | | | | | | | | |
| **OTHER REFERENCES** | | | | | | * Giroux, H. A. (2011). *On critical pedagogy*. Bloomsbury Publishing USA. * Arnot, M. (2002). *Reproducing gender: Critical essays on educational theory and feminist politics*. Routledge. * Zamudio, M., Russell, C., Rios, F., & Bridgeman, J. L. (2011). *Critical race theory matters: Education and ideology*. Routledge. * Murphy, M., & Fleming, T. (Eds.). (2010). *Habermas, critical theory and education*. Routledge. * Lynn, M., & Dixson, A. D. (Eds.). (2013). *Handbook of critical race theory in education*. Routledge. * Apple, M. W. (2004). *Ideology and curriculum*. Routledge. * Apple, M. W., & Aasen, P. (2003). *The state and the politics of knowledge*. Psychology Press. * Apple, M. W. (2012). *Can education change society?*. Routledge. * Giroux, H. A., Flecha, R., Freire, P., Macedo, D., & Castells, M. (1999). *Critical education in the new information age*. Rowman & Littlefield Publishers. * Honneth, A. (2014). *Disrespect: the normative foundations of critical theory*. John Wiley & Sons. * Darder, A., Baltodano, M., & Torres, R. D. (Eds.). (2003). *The critical pedagogy reader*. Psychology Press. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | | | |
| **COURSE SYLLABUS** | | | | | | | | | | | | | | | |
| **WEEK** | | | **TOPICS** | | | | | | | | | | | | |
| 1 | | | Principles of Critical Theory | | | | | | | | | | | | |
| 2 | | | Education and Culture of Positivism | | | | | | | | | | | | |
| 3 | | | Postmodernism Critics | | | | | | | | | | | | |
| 4 | | | Liberal and Neoliberal Policies in Education | | | | | | | | | | | | |
| 5 | | | Critical Pedagogy | | | | | | | | | | | | |
| 6 | | | Education and Power, Power Relationship | | | | | | | | | | | | |
| 7-8 | | | MID-TERM EXAM | | | | | | | | | | | | |
| 9 | | | Critical Theory and Racism | | | | | | | | | | | | |
| 10 | | | Critical Theory, Mass Communication and Popular Culture | | | | | | | | | | | | |
| 11 | | | Critical Theory, Gender and Feminism | | | | | | | | | | | | |
| 12 | | | Critical Theory and Social Justice | | | | | | | | | | | | |
| 13 | | | Education and Social Change | | | | | | | | | | | | |
| 14 | | | Course evaluation | | | | | | | | | | | | |
| 15-16 | | | FINAL EXAM | | | | | | | | | | | | |
|  | **At the end of the Educational Administration Doctorate Programs students will be able to;** | | | | | | | | | | | | |  |  |  |
| No | Program Outcomes | | | | | | | | | | | | | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. | | | | | | | | | | | | | x |  |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills | | | | | | | | | | | | |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. | | | | | | | | | | | | |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. | | | | | | | | | | | | | x |  |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. | | | | | | | | | | | | | x |  |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | | | | | | | | | | | | | x |  |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. | | | | | | | | | | | | |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | | | | | | | | | | | | |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. | | | | | | | | | | | | | x |  |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. | | | | | | | | | | | | | x |  |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | | | | | | | | | | | | | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. | | | | | | | | | | | | |  | x |  |
| 13 | to be equipped and competence to lead educational organizations. | | | | | | | | | | | | | x |  |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | | | | | | | | | | | | |  | x |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. | | | | | | | | | | | | |  |  | x |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. | | | | | | | | | | | | | x |  |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution | | | | | | | | | | | | |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **Semester** | Spring |

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| **COURSE CODE** | 545112011 | **COURSE NAME** | Organizational Behavior in Educational Administration |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | | - | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | % 60 | | | |  | | | | | % 40 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-term Exam | | | | | | 1 | 30 |
| Research assignment | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Final Exam | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | Organizational behavior model. Decision-making in organizations: Decision making, types of decisions, conditions of effective decision making and group decisions. Conflicts in Organizations: Definition and sources of conflict, the importance of conflict, sources of conflict, outcomes of conflict, conflict management and emotional aspect of problem solving. Disappointment in organizations and job satisfaction. Stress in the management of organizations: Individual and organizational stress, the causes of stress and its consequences. Groups and group behavior. Behavioral approaches in the integration of individual and organization. | | | | | | | |
| **COURSE OBJECTIVES** | | | | The aim of this course is to explain the basic concepts of organizational behavior and to examine the effects of concepts such as motivation, communication, conflict and stress on organizational life. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | By the end of this module students will be able to:  1. Explain the basic concepts of organizational behavior  2. Understand individual recognition techniques  3. Explain motivation concepts  4. Analyze the concepts of mission, vision and vision  5. Resolve decision making process  6. Develop communication skills  7. Analyze organizational attitudes  8. Apply theoretical knowledge about organizational behavior to behavioral and managerial problems  9. Distinguish organizational successive developer behaviors  10. Analyze behavioral and managerial problems at the level of individual, group and organization  11. Understand group dynamics  12. Know the basic characteristics of organization culture  13. Manage conflicts  14. Understand the basic components of leadership  15. Develop change strategies  16. Manage and analyze stress concept  17. Comment on organizational life and nature  18. Think about possible future changes | | | | | | | |
| **TEXTBOOK** | | | | Robbins, Stephen P., Judge, Timothy A., Campbell, Timothy T. (2010). Organizational Behavior. Prentice Hall. | | | | | | | |
| **OTHER REFERENCES** | | | | • Schermerhorn; J. R., Hunt; J. G., and Osborn, R. N. (2004). Managing organizational behavior. NY: John Wiley.  • Bennis, W. (1999). Bir lider olabilmek. İstanbul: Sistem Yayıncılık.  • Şişman, M. (2002). Örgütler ve kültürler. Ankara: PegemA Yayıncılık  • Eren, E. (2010). Örgütsel davranış ve yönetim psikolojisi. Beta Yayınları.  • Sabuncuoğlu, Z., & Tüz, M. (2009). Örgüt psikolojisi. Alfa Aktüel Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Fundamentals of Organizational Behavior (definition, importance, approach and assumptions) |
| 2 | Managerial Behavior, Motivation and Performance |
| 3 | International Dimension of Organizational Behavior |
| 4 | Individual and Qualifications |
| 5 | Motivation Theories |
| 6 | Reward Systems and Job Satisfaction in Organizations |
| 7-8 | MID -TERM |
| 9 | Group Dynamics and Management |
| 10 | Organizational Communication (definition, importance, types, organizational structure and communication) |
| 11 | Leadership (definition, importance, leadership theories) |
| 12 | Leadership (current approaches in leadership) |
| 13 | Organizational culture |
| 14 | Organizational Change (definition, importance, types, planned change process) |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. |  | X |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills | X |  |  |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. | X |  |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. | X |  |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  | X |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | X |  |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. | X |  |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | X |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. |  | X |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. |  | X |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. |  | X |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. | X |  |  |
| 13 | to be equipped and competence to lead educational organizations. |  |  | X |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | X |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  |  | X |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  | X |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545112012 | **COURSE NAME** | Policy Analysis in Education |

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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 ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | % 75 | | | |  | | | | | % 25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | | 1 | 30 |
| Report | | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 40 |
| **PREREQUISITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | - Policy concept, policy setting and analysis process,  - Agenda setting in the policy setting process and policy tools in education,  - Outcomes of different educational politics approaches,  - The legal basis of education policy in the world and Turkey,  - Education policies and international institutions (EU, UNESCO, OECD and World Bank),  - Educational policies in the world and Turkey,  - Research on education policies,  - The results of different educational policies,  - Educational researches with technical-conceptual, ontological and sociological dimensions, | | | | | | | |
| **COURSE OBJECTIVES** | | | | To understand the importance of research on education policies in the world and Turkey, to discuss the results of different education policies, to investigate and develop educational researches in technical, conceptual and social dimensions. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | - | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of the course, the students will be able to:  1. Recognize the relationship between education and politics,  2. Identify and analyze the policies of education,  3. Recognize the concepts of education policy studies,  4. Know that the contemporary debate about education policies,  5. Analyze educational policies in the world and in Turkey,  6. Understand the importance of educational research and educational policy. | | | | | | | |
| **REFERENCES** | | | | 1. Chubb, J. E. ve Moe T. M. ()1990). Politics, Markets & America's Schools. Washington, D. C.: Brookings Institution.  2.Crowson, R. L., Boyd, W. L., and Mawhinney, H. B. (1996). The Politics of Education and the New Institutionalism. Washington, D. C. : Falmer Press.  3. Heck, R. H. ()2004). Studying Educational and Social Policy. London: Routledge.  4. Peters, B. G. (1993). American Public Policsy: Promise and Performance.New Jersey: Chatham House Publishers.  5. Wirt, F. M. ve Kirst, M. W. (2009). The Political Dynamics of American Education. California: McCutchan.  6. Kalkınma planları, Milli Eğitim Şuraları, Hükümet Programları dökümanları.  7. Stone, D. (1998). *Policy Paradox: The Art of Political Decision Makin*g.  8. Ness, E. C. & Mistretta, M. A. (2009). “Policy Adoption in North Carolina and Tennessee: A Comparative Case Study of Lottery Beneficiaries,” *The Review of Higher Education, 32*(4), 489-514. | | | | | | | |
| **OTHER REFERENCES** | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Relationship between education and politics |
| 2 | Relationship between education and politics |
| 3 | Educational Policy Studies |
| 4 | Policy planning and analysis |
| 5 | Concepts and strategies of educational policy studies |
| 6 | Contemporary debates in the field |
| 7-8 | MID-TERM EXAM |
| 9 | The economic dimensions of education |
| 10 | Education, economy and relationships education policy |
| 11 | Educational policies applied in the world |
| 12 | The results of the different education policies |
| 13 | Education policy research |
| 14 | Different methodological and theoretical approaches |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration Doctorate Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of educational administration, supervision, planning and economics. |  | x |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines. |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics. |  | x |  |
| 5 | to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  | x |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. | x |  |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. | x |  |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. |  | x |  |
| 13 | to be equipped and competence to lead educational organizations. | x |  |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 545112013 | **COURSE NAME** | Education Law |

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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 ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** |
| - | | %40 | | | |  | | | | | %60 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 50 |
| **PREREQUISITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | Basic concepts in law, sources of law, characteristics of law state, necessity and scope of education law, regulations about education law, principles of educational law, children's rights, international agreements, equality of opportunity in education, Ministry of National Education, disciplinary law Criminal elements. | | | | | | | |
| **COURSE OBJECTIVES** | | | | By studying education at the legal level, to know the basic concepts of law, its sources, the characteristics of the legal state, the scope of the educational law and the legal regulations related to education. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | 1. 1. Learning the basic concepts of law 2. 2. Learning the sources of law 3. 3. Discussing the necessity and scope of educational law 4. 4. Recognition of the Ministry of National Education and its organization. | | | | | | | |
| **TEXTBOOK** | | | | Kepenekçi, Y. K. (2017). Eğitim hukuku. Ankara: Siyasal. | | | | | | | |
| **OTHER REFERENCES** | | | | * Altunya, N. (2003). Anayasa hukuku açısından Türkiye’de eğitim ve öğrenim hakkı. İstanbul: MEB. * Önen, M. (2011). Hukuka giriş. İstanbul: İKÜ | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts in law |
| 2 | Fundamental sources of law |
| 3 | Non-written auxiliary sources of law |
| 4 | Characteristics of law state |
| 5 | Administrative law |
| 6 | Children's rights |
| 7-8 | MID-TERM EXAM |
| 9 | Educational law in international documents / agreements |
| 10 | The necessity and scope of education law |
| 11 | The bases of educational law |
| 12 | Equal opportunity in education |
| 13 | Ministry of National Education |
| 14 | Elements of crime in disciplinary law |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of educational administration, supervision, planning and economics. |  | x |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines. |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics. |  | x |  |
| 5 | to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  | x |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. |  | x |  |
| 7 | to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics. |  | x |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. |  | x |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. |  | x |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. |  | x |  |
| 13 | to be equipped and competence to lead educational organizations. |  | x |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  |  | x |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545111011 | **COURSE NAME** | Seminar |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| III | 0 | | 3 | 0 | | 0 | 7,5 | COMPULSORY ( X ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | |  | | | | | **Social Science** | |
|  | | % 75 | | |  | | | | | % 25 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Article review | | | | |  | |  |
| Research assignment | | | | | 1 | | 30 |
| Project | | | | | 1 | | 30 |
| Final Exam | | | | | 1 | | 40 |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | |  | | | | |  | |  |
| **PREREQUIEITE(S)** | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | In this course, students prepare a study with responsible instructor for the course using the scientific method on a given problem, and share work in the classroom. | | | | | | | |
| **COURSE OBJECTIVES** | | | | The main aim of the course is to gain skills like as accessing scientific data, using data, making an assessment and preparing a presentation before they pass thesis stage. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | By the end of this course students will be able to:   1. notice a problem in the relevant field. 2. effectively carry out the scientific research process. 3. systematically think in the field of solving problems and apply analytical methods. 4. develop alternative solutions about this problem. 5. write a scientific report. 6. effectively.present their resarch reports . | | | | | | | |
| **TEXTBOOK** | | | | APA (2009). *Amerikan psikoloji derneği yayım kılavuzu*.  İstanbul: Kaknüs Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | * Türkiye Bilimler Akademisi (2002). *Bilimsel araştırmada etik ve sorunları.* Ankara: TUBA * Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık. * McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company. * Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık. * Day R. A. (1998) Bilimsel bir makale nasıl yazılır ve yayımlanır? (Çeviren: Altay GA).Ankara: TÜBİTAK Yayınları. http://journals.tubitak.gov.tr/kitap/maknasyaz/ | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Current developments and problems in the field |
| 2 | Determining a problem |
| 3 | The literature review |
| 4 | Preparing a research proposal |
| 5 | Data collection |
| 6 | Data collection |
| 7-8 | MID -TERM |
| 9 | Data analysis |
| 10 | Data analysis |
| 11 | Results |
| 12 | Conclusions and recommendations |
| 13 | Writing research report |
| 14 | Presentation of researh report |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Thesis Educational Administration Master Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of Educational Administration. |  | x |  |
| 2 | to explain the basic characteristics of scientific research process in a detailed way. | x |  |  |
| 3 | to develop an ability of pursuing national and international publications in the field of Educational Administration and supervision. | x |  |  |
| 4 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  | x |  |
| 5 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 6 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 7 | to evaluate educational organization from structural and practical perspectives. |  | x |  |
| 8 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. |  | x |  |
| 9 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners |  | x |  |
| 10 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system |  | x |  |
| 11 | to discuss the competences of managers to be able lead educational organizations |  | x |  |
| 12 | to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. |  | x |  |
| 13 | to gain information about educational systems and practices in the field of administration of different countries. |  | x |  |
| 14 | to find a systematic and original solution to the problem existing in the field by using scientific research methods. | x |  |  |
| 15 | to gain basic statistical skills. | x |  |  |
| 16 | to contribute the information sharing by joining the national and international meeting related to the field. |  | x |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545111016 | **COURSE NAME** | Educational Planning and Economics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| III | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY () ELECTIVE (X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %50 | | | |  | | | | | %50 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | | 1 | 30 |
| Report | | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | Relations between education and economics, human capital and economic growth, returns to education, externalities in education, costs and financing of education, the relations between educational spending and academic achievement, production of educational services, education and strategic planning, educational planning. | | | | | | | |
| **COURSE OBJECTIVES** | | | | Purpose of this course is to analyze supply, production, efficiency, and financing of educational services by using tools provided by economic theory, and assessing labor-education planning in the process of economic development | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | 1. Apprehend the relations between education and economics 2. Understand concept of human capital and its relations with education 3. Understand individual and social benefits of education, make economic evaluation of externalities arising from education 4. Evaluate costs required to produce educational services and financial resources of education 5. Analyze the relationship between educational spending and student success and develop ideas about it 6. Comprehend the relations between education and planning | | | | | | | |
| **TEXTBOOK** | | | | * Resources used in this course are mainly articles. Some of them shown below: * Hayek, F. (1945). "The Use of Knowledge in Society" American Economic Review, 35 (5), 519-530. * Stigler, G. (1971). "The Economic Theory of Regulation" Bell Journal of Economics and management Science, 2 (1), 3-71. * Bishop, J. (1989). "Is the Test Score Decline Responsible for the Productivity Growth Decline?" American Economic Review, 79 (March), 178-197. * Hanushek E. and Dennis K. (2000). "Schooling, Labor-Force Quality, and the Growth of Nations" American Economic Review, 90 (5), 1184-1208. * Freeman, R. (2005). “Does Globalization of Scientific/Engineering Workforce Threaten U.S. Economic Leadership?” NBER Working Paper 11457. * Hanushek, E., Dean J., Eliot J., and Ludger W. (2008). “Education and Economic Growth” Education Next, Spring, 8 (2), 62-70. * Hanushek, E. (1986). “The Economics of Schooling: Production and Efficiency in Public Schools” Journal of Economic Literature, 24 (3), 557-77. * Hanushek, E. (2003). “The Failure of Input-Based Resource Policies” The Economic Journal, 113 (485), F64-F98. * Todd, P. and Kenneth W. (2003). “On the Specification and Estimation of the Production Function for Cognitive Achievement” Economic Journal, 113 (485), F3-F33. * Costrell, R., Eric H., and Susanna L. (2008). "What Do Cost Functions Tell Us About the Cost of an Adequate Education?" Peabody Journal of Education, 83 (2): 198-223. | | | | | | | |
| **OTHER REFERENCES** | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the course and economics of education |
| 2 | Basic concepts in economics |
| 3 | The effect of population and growth on economic development |
| 4 | Human capital and approaches to human capital theory |
| 5 | Returns of education and its externalities |
| 6 | Educational spending |
| 7-8 | MID-TERM EXAM |
| 9 | Benefits and costs of education |
| 10 | Costs and finance of education |
| 11 | Investments of education and cost-benefit analysis |
| 12 | Educational planning |
| 13 | Production functions for education |
| 14 | Productivity and efficiency in education |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. | x |  |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. |  | x |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. | x |  |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. |  | x |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. | x |  |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. |  | x |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. | x |  |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. | x |  |  |
| 13 | to be equipped and competence to lead educational organizations. |  | x |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  |  | x |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545111017 | **COURSE NAME** | New Approaches in Educational Administration |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| III | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | The nature of theories in educational administration, alternative discourses and quests, chaos theory. Political, Subjective, Uncertain Approaches. Contemporary Leadership Theories. Alternative supervision models for schools. Develop a school-based education program. Postmodern discourse in educational administration. Equality of opportunity and opportunity in education. Efforts to reach international standards. PIRLS; TIMSS; PISA and examples in the world. | | | | | | | |
| **COURSE OBJECTIVES** | | | | Alternative paradigm in the educational administration, critical theory and its effects to education administration, feminist theory and its effects to education administration, fenomologic approaches and their effects on education administration, discussions on modernity-postmodernite and education administration, The effects of pozitivist and commentators paradigm on educational administration | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | 1. Interpret the education administration in terms of critical theory 2. Interpret the education administration in terms of feminist theory 3. Interpret the education administration in terms of chaos theory 4. Understand the effects of positivist and interpretive paradigm in education administration 5. Fenomologic approaches and understand the effects of educational administration 6. Interprete the effects of modernite-postmodernite on education administration | | | | | | | |
| **TEXTBOOK** | | | | * English, Fenwick W. (2009). *Theory in Educational Administration.* New York: Harper Collins. | | | | | | | |
| **OTHER REFERENCES** | | | | * Memduhoğlu, H. B., & Yılmaz, K. (2010). Yönetimde yeni yaklaşımlar. Ankara: Pegem Akademi . * English, Fenwick W.(2009). The Cupboard is Bare: The Postmodern Critique of Educational Administration. * Hoy, W.K. & Miskel, G. C. (2010) Eğitim yönetimi, teori, araştırma ve uygulama. (Turan, S. çeviri ed.). Nobel Yayın Dağıtım. Ankara. * Morgan, Gareth (2009). Paradidgms, Metaphors, and Puzzle Solving in Organization Theory. * Özden, Yüksel (2009) . Okulu Yeniden Kurmak, Nobel Yayıncılık * Foster, William. “The Administrator as a Transformative Intellectual”. * Evers, Colin W.and Lakomski, Gabriele. “Science in Educational Administration: A Postpositivist Conception”. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Positivist and interpreter paradigm in educational administration |
| 2 | Critical theory in educational administration |
| 3 | Feminist theory in educational administration |
| 4 | The theory of chaos in educational administration |
| 5 | Postmodern discourse in educational administration |
| 6 | The effects of modernity and postmodernity on educational administration |
| 7-8 | MID-TERM EXAM |
| 9 | Equality of opportunity and opportunity in education |
| 10 | Alternative leadership theories |
| 11 | Understand the effects of phenomological approaches and educational administration |
| 12 | Alternative reading in education administration |
| 13 | Alternative reading in education administration |
| 14 | Evaluation of the course |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. | x |  |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. |  | x |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. | x |  |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. |  | x |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. | x |  |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. |  | x |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. | x |  |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. | x |  |  |
| 13 | to be equipped and competence to lead educational organizations. |  | x |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  |  | x |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 545111018 | **COURSE NAME** | Educational Administration Research |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** | |
| III | 3 | | 0 | | 0 | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish | |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** | |
| - | | % 100 | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | | 1 | | 30 |
| Quiz | | | | | |  | |  |
| Homework | | | | | |  | |  |
| Project | | | | | | 1 | | 200 |
| Report | | | | | |  | |  |
| Others (presentation, summary of the presented discussion) | | | | | |  | |  |
| **FINAL EXAM** | | | |  | | | | | | 1 | | 50 |
| **PREREQUISITE(S)** | | | | - | | | | | | | | |
| **COURSE DESCRIPTION** | | | | 1. This course is to present a brief historical development of the main objective educational management field and to identify the strengths and weaknesses of the field's trends through field research. Students will be familiar with the area and will have information about the process of shaping today's educational administration. The history of the area, its present state and trends can be evaluated and science policies can be developed for the future of education management. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | The aim of this course is to examine the studies carried out in educational administration, to keep the students related to the field up to date and to determine the trends in the field by evaluating the tendencies of the field. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | - | | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of the course, the students will be able to:  1. Can have knowledge about the history of the educational administration  2. Learn how to get up-to-date resources on fieldwork;  3. Can critically evaluate the published work in the field;  4. Provide them with the ability to analyze and evaluate research in the field of education management in a serious way;  5. Can justify the criticism made to the work, and offer suggestions for improvement for deficiencies or inaccuracies. | | | | | | | | |
| **REFERENCES** | | | | Campbell, R. F. (1987). A History of Thought and Practice in Educational Administration.  Glass, T. E. (2004). *The history of educational administration viewed through its textbooks*. R&L Education.  Murphy, J., & Louis, K. S. (1999). *Handbook of research on educational administration. A project of the American Educational Research Association*. Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104. | | | | | | | | |
| **OTHER REFERENCES** | | | | * Hallinger, P. (2011). A review of three decades of doctoral studies using the principal instructional management rating scale: A lens on methodological progress in educational leadership. *Educational Administration Quarterly*, *47*(2), 271-306. Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage. * Beycioğlu, K., & Dönmez, B. (2006). Eğitim yönetiminde kuramsal bilginin üretimine ve uygulanmasına ilişkin bir değerlendirme. *Kuram ve Uygulamada Eğitim Yönetimi*, *47*(47), 317-342. * Wang, Y., Bowers, A. J., & Fikis, D. J. (2016). Automated Text Data Mining Analysis of Five Decades of Educational Leadership Research Literature Probabilistic Topic Modeling of EAQ Articles From 1965 to 2014. *Educational Administration Quarterly*, 0013161X16660585. * Balcı, A. (2008). Türkiye’de eğitim yönetiminin bilimleşme düzeyi. *Kuram ve Uygulamada Egitim Yönetimi Dergisi*, *14*(2), 181-209. Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi. * Balcı, A., & Apaydın, Ç. (2009). Türkiye’de eğitim yönetimi araştırmalarının durumu: Kuram ve uygulamada eğitim yönetimi dergisi örneği. *Kuram ve Uygulamada Eğitim Yönetimi*, *59*(59), 325-344. * Karadağ, E. (2010). Eğitim bilimleri doktora tezlerinde kullanılan araştırma modelleri: Nitelik düzeyleri ve analitik hata tipleri. *Kuram ve Uygulamada Eğitim Yönetimi*, *1*(1), 49-71. * Karadağ, E. (2009). Eğitim Bilimleri Alanında Yapılmış Doktora Tezlerinin Tematik Açıdan. * Turan, S., Karadağ, E., Bektaş, F., & Yalçın, M. (2014). Türkiye’de Eğitim Yönetiminde Bilgi Üretimi: Kuram ve Uygulamada Eğitim Yönetimi Dergisi 2003-2013 Yayınlarının İncelenmesi [doi: 10.14527/kuey. 2014.005]. *Kuram ve Uygulamada Egitim Yönetimi Dergisi*, *20*(1), 93-119. * Aypay, A., Çoruk, A., Yazgan, D., Kartal, O., Çağatay, M., Tunçer, B., & Emran, B. (2010). The Status of Research in Educational Administration: An Analysis of Educational Administration Journals, 1999-2007. *Eurasian Journal of Educational Research (EJER)*, (39). | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | - | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Educational Administration's Development in the World |
| 2 | Education Administration in Turkey |
| 3 | Science Process of Educational Administration |
| 4 | An Examination of Educational Administration Articles in the World |
| 5 | Examination of Educational Administration Articles in Turkey |
| 6 | Examination of Educational Administration Theses in the World |
| 7-8 | MID-TERM EXAM |
| 9 | Examination of Education Administration Theses in Turkey |
| 10 | Determination of trends in educational management research |
| 11 | A Critical Perspective on Publications in Educational Administration |
| 12 | Determination of Strengths and Weaknesses of Education Administration Area |
| 13 | Possible Research Areas in Education Administration |
| 14 | Course evaluation |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. | x |  |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills |  |  | x |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. |  | x |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. |  | x |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. | x |  |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. |  | x |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. | x |  |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. |  | x |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. | x |  |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. | x |  |  |
| 13 | to be equipped and competence to lead educational organizations. |  | x |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. |  |  | x |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **Semester** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Digital Transformation and Applications in Educational Management |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | | - | | 3 | 7,5 | COMPULSORY ( ) ELECTIVE ( X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | % 100 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-term Exam | | | | | |  |  |
| Research assignment | | | | | | 1 | 40 |
| Project | | | | | | 1 | 60 |
| Final Exam | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | |  |  |
| **PREREQUIEITE(S)** | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | This course delves into the conceptual foundations of digital transformation in education management, exploring its impact on managerial processes and the integration of digital tools into educational institutions. It also examines ethical and social challenges alongside topics like artificial intelligence applications, online education platform management, and crisis management through digital technologies. | | | | | | | |
| **COURSE OBJECTIVES** | | | | • To understand the fundamental concepts of digital transformation in education management.  • To develop expertise in integrating digital technologies into education systems.  • To analyze ethical challenges and opportunities presented by digitalization.  • To design and implement innovative digital management strategies for educational settings. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | This course enhances students' proficiency in utilizing digital tools for effective education management. Graduates will acquire the expertise to lead digital transformation projects, preparing them for leadership roles in the education sector’s rapidly evolving technological landscape. | | | | | | | |
| **COURSE OUTCOMES** | | | | Analyze digital transformation processes in education management.  Utilize digital tools effectively within administrative processes.  Develop and implement strategies for digital transformation in educational institutions.  Evaluate ethical and social challenges of digitalization in education management.  Create innovative solutions for technology-supported education management. | | | | | | | |
| **TEXTBOOK** | | | | Schrum, L., & Levin, B. B. (2015). Leading 21st Century Schools: Harnessing Technology for Engagement and Achievement. Thousand Oaks, CA: Corwin Press. | | | | | | | |
| **OTHER REFERENCES** | | | | Selwyn, N. (2016). Education and Technology: Key Issues and Debates. London: Bloomsbury.  Fullan, M. (2020). The New Meaning of Educational Change. Teachers College Press. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concept of Digitalization and Its Importance in Education Management |
| 2 | Educational Management in the Digital Age |
| 3 | digitalization and Change Management in Education Systems |
| 4 | Digital Technologies and Their Integration into Education |
| 5 | Digital Transformation: Impacts on Education Management |
| 6 | Artificial Intelligence in Education Management |
| 7-8 | MID -TERM |
| 9 | Digital Leadership and Educational Management |
| 10 | Crisis Managament in Education in the Digital Age |
| 11 | Dıstance Education and Educational Management |
| 12 | Teacher Training in the Digital Age |
| 13 | Ethical Dimensions of Digitalization in Education |
| 14 | Future of Educational Management |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Programs, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to know the theories and applications which are used in the field of educational administration, supervision, planning and economics. | X |  |  |
| 2 | to explain the basic characteristics of scientific research process in a detailed way. |  | X |  |
| 3 | to develop an ability of pursuing national and international publications in the field of educational administration and supervision. | X |  |  |
| 4 | to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. | X |  |  |
| 5 | to aware of the ethical principles and reflect these principles practices in the field. |  | X |  |
| 6 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | X |  |  |
| 7 | to evaluate educational organization from structural and practical perspectives. | X |  |  |
| 8 | to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment. | X |  |  |
| 9 | to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners | X |  |  |
| 10 | to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system |  | X |  |
| 11 | to discuss the competences of managers to be able lead educational organizations | X |  |  |
| 12 | to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics. | X |  |  |
| 13 | to gain information about educational systems and practices in the field of administration of different countries. |  | X |  |
| 14 | to find a systematic and original solution to the problem existing in the field by using scientific research methods. | X |  |  |
| 15 | to gain basic statistical skills. |  | X |  |
| 16 | to contribute the information sharing by joining the national and international meeting related to the field. | X |  |  |
| 17 | to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations. |  | X |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall – Spring |

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| **COURSE CODE** | 545111901 | **COURSE NAME** | Special Topics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| V - IV | 3 | | 0 | 0 | | 0 | 5 | COMPULSORY (X) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | % 50 | | |  | | | | | % 50 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 50 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (presentation, summary of the presented discussion) | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | 1 | 50 |
| **PREREQUISITE(S)** | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | Taking the lead for doctorate student, “The Specialization Field Course” ensures students to acquire knowledge, skills and attitude. The content of the course is as follows: defining a problem statemant and research topic related to the thesis, exposuring the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developin a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study. | | | | | | |
| **COURSE OBJECTIVES** | | | | Evaluations and discussions of the new developments and articles in the study fields of the students who are progressing their Ph.D. thesis. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | - | | | | | | |
| **COURSE OUTCOMES** | | | | By the end of this module students will be able to:  1**.** Choose a problem statemant and define it within the context of theoretical and / or social affects,  2. Understand the relationship between research topic and the research problem,  3. Understand and explain the importance and purpose of the study,  4. Choose one of the suitable methods devoted to the research problem and search the literature,  5. Develop an initial draft plan within the context of thesis proposal, devoted to estimated general situation of the study. | | | | | | |
| **REFERENCES** | | | | Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi.  Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık.  Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık.  Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık.  Marshall, C. ve Rossman G. (1989). Designing qualitive research. London: Sage Publications.  Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc.  Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Subject of the thesis research |
| 2 | Literature on the subject follow-up |
| 3 | Evaluation |
| 4 | Report preparation and presentation |
| 5 | Follow-up of the literature |
| 6 | Article review |
| 7-8 | MID-TERM EXAM |
| 9 | source review |
| 10 | Evaluation |
| 11 | Follow-up of the literature |
| 12 | Article review |
| 13 | Evaluation |
| 14 | Report preparation and presentation |
| 15-16 | FINAL EXAM |

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|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. |  | x |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills | x |  |  |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. | x |  |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. | x |  |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  | x |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. | x |  |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. |  | x |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. |  | x |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. |  | x |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. |  | x |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. |  | x |  |
| 13 | to be equipped and competence to lead educational organizations. |  | x |  |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. |  | x |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. | x |  |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature: Date:

**ESOGU Institute of Educational Sciences**

**Course Information Form**

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| **SEMESTER** | Fall – Spring |

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| **COURSE CODE** | 545112701 | **COURSE NAME** | Doctoral Thesis |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| V - IV | 0 | | 1 | | 0 | | 0 | 25 | COMPULSORY ( X ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Mechanical Engineering Profession**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %75 | | | |  | | | | | %25 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 60 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | |  |  |
| **PREREQUIEITE(S)** | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | The content of this lesson is to educate students about the subjects such as determining thesis subject, dissertation research and writing process. In this lesson advisor gives the information about the doctoral dissertation process. Detailed content of each is determined by the academic advisor. | | | | | | | |
| **COURSE OBJECTIVES** | | | | It is a process in which students study his/her thesis under the advisor’s management. It is aimed to teach how the scientific research should be and | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | At the end of this lesson students will be able to;  -gain an advanced knowledge about their thesis,  -conduct their dissertation study,  -review and evaluate literature. | | | | | | | |
| **TEXTBOOK** | | | | - | | | | | | | |
| **OTHER REFERENCES** | | | | - | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Computer | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Literature review |
| 2 | Literature review |
| 3 | Literature review |
| 4 | Advanced knowledge about thesis |
| 5 | Advanced knowledge about thesis |
| 6 | Advanced knowledge about thesis |
| 7 | The last literature review |
| 8 | The last literature review |
| 9 | The last literature review |
| 10 | Discussion |
| 11 | Discussion |
| 12 | Determining problem situation |
| 13 | Writing thesis |
| 14 | The last correction |

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| --- | --- | --- | --- | --- |
|  | **At the end of the Educational Administration Doctorate Program, students will be able to;** |  |  |  |
| No | Program Outcomes | 3 | 2 | 1 |
| 1 | to develop the original theories and strategies in the field of Educational Administration. |  | x |  |
| 2 | to design original research that will contribute to the field by using both quantitative and qualitative research skills | x |  |  |
| 3 | to develop new scientific methods by assesing current and complex issues relating to the field of Educational Administration and taking advantage of methods, designs and applications of other disciplines. | x |  |  |
| 4 | to broadcast national and international level about issues that give different perspectives on the field of Educational Administration. | x |  |  |
| 5 | to discuss problems on the field of Educational Administration in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation. |  | x |  |
| 6 | to aware of the ethical principles and reflect these principles practices in the field. | x |  |  |
| 7 | to follow the publications produced in the national and international level relating to the field of Educational Administration. | x |  |  |
| 8 | to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies. | x |  |  |
| 9 | to produce the original information and strategies that will develop organizations in terms of the structural and functional way. | x |  |  |
| 10 | to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies. | x |  |  |
| 11 | to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development. | x |  |  |
| 12 | to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction. | x |  |  |
| 13 | to be equipped and competence to lead educational organizations. |  |  | x |
| 14 | to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics. | x |  |  |
| 15 | to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives. | x |  |  |
| 16 | to know advanced statistical techniques that using educational study and to use these techniques in the researches. | x |  |  |
|  | 1: No Contribution 2: Partially Contribution 3: Full Contribution |  |  |  |

Instructor(s):

Signature:

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

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Neo-Liberal Pedagogy and Philosophy in Educational Management |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | Educational Administration | | | | | **Social Science** | |
|  | | 60 | | | |  | | | | | 40 | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 25 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 25 |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 50 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | |  | |  |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition and History of Neo-Liberalism, Neo-Liberalism in Education, Neo-Liberal Pedagogy, Neo-Liberal Educational Management, Critical Perspectives, Global Education Trends and Neo-Liberalism, Applied Research and Case Studies, Future Perspectives and Strategic Planning. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | 1.Understanding Neo-Liberal Education Policies: To enable doctoral students to deeply understand the impact of neo-liberal ideology on education policies and practices. This includes examining the origins, development, and core principles of neo-liberalism, as well as exploring the transformations in education systems at both global and local levels.  2.Examining Educational Management and Leadership Approaches: To analyze the changes brought about by neo-liberal policies in educational management and leadership. This involves demonstrating to students how business management principles are applied to educational institutions and how these applications affect areas such as efficiency, cost-effectiveness, and entrepreneurship.  3.Evaluating Equity and Justice Issues in Education: To critically assess the inequalities and justice issues created by neo-liberal policies in education. This encourages students to investigate the impact of socio-economic differences on educational opportunities and to explore ways to develop more equitable and inclusive education policies.  4.Developing Critical Thinking and Research Skills: To enhance students' ability to critically evaluate neo-liberal education policies and research their effects on education. By strengthening critical thinking and analytical skills, this aim contributes to students becoming more effective and informed leaders in academic and professional fields.  5.Monitoring and Analyzing Global Education Trends: To equip students with the ability to track and analyze neo-liberal education reforms and global education trends worldwide. This includes examining the roles and impacts of international organizations such as the OECD, PISA, and the World Bank.  6.Conducting Applied Research and Case Studies: To help students understand the practical impacts of neo-liberal education reforms through real-world examples and case studies. This involves providing opportunities for students to conduct in-depth research on specific aspects and present and discuss their findings in class.  7.Developing Future Perspectives and Strategic Planning Skills: To teach students strategic planning and management skills in education. This includes understanding future education trends such as educational technologies, digitalization, and innovative teaching methods, and using this knowledge in strategic planning processes.  In line with these objectives, the course "Neo-Liberal Pedagogy and Philosophy in Educational Management" aims to provide doctoral students with the skills to understand, critically evaluate, and apply the theoretical and practical aspects of neo-liberal policies in educational management. This course will contribute to the academic and professional development of students, helping them become more informed, equitable, and effective educational leaders. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The course "Neo-Liberal Pedagogy and Philosophy in Educational Management" makes significant contributions to training educational administrators within the scope of the Educational Management Doctoral program. This course encourages students to deeply understand and critically evaluate the impact of neo-liberal ideology on education policies and practices. Through this course, educational administrators gain knowledge and skills regarding the changes brought by neo-liberal policies such as standardization in education, accountability, market-based approaches, and individual responsibility. Additionally, students learn about alternative educational models and social justice policies, enabling them to develop more equitable and inclusive education policies. By acquiring the competence to monitor and analyze global education trends, students enhance their skills in strategic planning for future education reforms. This course strengthens the critical thinking and analytical skills of educational leaders, enhancing their capacity to create efficient, effective, and equitable education systems. | | | | | | | |
| **COURSE OUTCOMES** | | | | | The course "Neo-Liberal Pedagogy and Philosophy in Educational Management" within the Educational Management Doctoral program aims to equip students with the ability to deeply understand and critically evaluate the impact of neo-liberal ideology on education policies and practices. By the end of this course, students will be able to analyze the transformations and inequalities caused by neo-liberal policies in education, and critically assess market-based approaches and accountability mechanisms in education. Additionally, students will gain knowledge of alternative pedagogical models and social justice policies, and will be able to comparatively examine global education trends and international education reforms. Through applied research projects and case studies, students will develop strategic planning and innovative management skills in education, enhancing their capacity to create more equitable and effective education policies as future educational leaders. | | | | | | | |
| **TEXTBOOK** | | | | | Giroux H A. (2007). Eleştirel Pedagoji ve Neoliberalizm Çev. B Baysal, Kalkedon Yayınları.  Apple, M. W. (2001). The neoliberal turn in education. Critical Literacy: Theories and Practices, 1(1), 1-19. | | | | | | | |
| **OTHER REFERENCES** | | | | | Apple, M. W. (2006). Eğitim ve İktidar (Çev. E. Bulut), Kalkedon.  Anderson, G. L., & Pini, M. (2005). Educational leadership and the new economy: Keeping the “public” in public schools. In The SAGE Handbook of Educational Leadership: Advances in Theory, Research, and Practice, First Edition (pp. 216-236). SAGE Publications Inc.. https://doi.org/10.4135/9781412976091.n10  Harvey D (2015). Neoliberalizmin Kısa Tarihi (Çev. A Onacak), İstanbul: Sel Yayınları.  Polanyi K (2001). The Great Transformation. Boston: Beacon Press  Spring J (1998). Education and the Rise of the Global Economy.London: Lawrence.  Uçar, U., Erkaya, A., Özen, H., & Atmaca, T. (2023). Homo sacer ve bir istisna hali olarak zorunlu eğitim. In A. Bayar & H. Toytok (Eds.), Disiplinler arası mükemmellik arayışı (pp. 59-74). Duvar.  Agamben, G. (2018). İstisna hali (Kemal Atakay, Çev.). Ayrıntı  Yıldırım, A. (2011). Eleştirel pedagoji. Ankara: Anı Yayıncılık  Özen, H. (Ed.). (2023). Üniversitede ötekileştirme: Ayrımcılığı keşfetmek. Eğitim Yayınevi.  Uçkaç A (2019). Neoliberalizm ve Küreselleşmenin Eğitim Üzerindeki Etkisi. Mülkiye Dergisi, 43 (4), 785-809  Ferrer, F. (2014). Özgür Eğitim: Modern Eğitimin Kökenleri (H. Şahin Çev,). Pales Yayınları.  Freire, P. (2017). Ezilenlerin pedagojisi (D. Hattatoğlu & E. Özbek, Çev.). Ayrıntı  Standing, G. (2022). Prekarya: Yeni Tehlikeli Sınıf (Ergin Bulut, Çev.). İletişim. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition and History of Neo-Liberalism and Neo-Liberalism in Education |
| 2 | Neo-Liberal Pedagogy: Standardization and Accountability, School Choice and Privatization |
| 3 | Neo-Liberal Pedagogy: Individual Responsibility and Competition |
| 4 | Neo-Liberal Educational Management: Market-Oriented Management, Privatization and Competition, Governance and Performance Management |
| 5 | Neo-Liberal Educational Management: Globalizing Education |
| 6 | Privatization in Education and Public-Private Partnerships |
| 7-8 |  |
| 9 | Inequality and Social Justice in Education |
| 10 | Alternative Pedagogical Models |
| 11 | Education Reforms and Change Management |
| 12 | Future Visions in Education and Knowledge Required for the Future of Education |
| 13 | Technology and Innovation in Education |
| 14 | Case Studies of Neo-Liberal Education Policies |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Will be able to develop original theories and strategies in the field of educational administration. |  |  |  |
| 2 | Will be able to design original research that will contribute to the field by using quantitative and qualitative research skills. |  |  |  |
| 3 | Will be able to develop new scientific methods by evaluating current and complex problems related to the field of educational administration and by utilizing the methods, designs and practices of other disciplines. |  |  |  |
| 4 | Will be able to make national and international publications on issues that will bring different perspectives to the field of educational administration. |  |  |  |
| 5 | Will be able to discuss the problems of educational administration in terms of managerial processes such as decision making, planning, organizing, coordinating, supervising and evaluating. |  |  |  |
| 6 | Will be aware of ethical principles and will be able to reflect these principles to practices in the field. |  |  |  |
| 7 | Will be able to follow national and international publications in the field of educational administration. |  |  |  |
| 8 | Will be able to communicate effectively with field workers and practitioners in order to support the field with national, international and interdisciplinary studies. |  |  |  |
| 9 | Will be able to produce original knowledge and strategies that will develop educational organizations structurally and functionally. |  |  |  |
| 10 | Will be able to produce scientific knowledge at a level that will shape strategic decisions and educational policies to be taken in the field of education. |  |  |  |
| 11 | Will be able to produce knowledge that facilitates educational organizations to fulfill their role in economic, political, social and cultural development. |  |  |  |
| 12 | Will be able to know the political, social, historical, cultural, economic and international developments that dominate the Turkish Education System and will be able to make researches in this direction. |  |  |  |
| 13 | Will be able to have the equipment and competence to lead educational organizations. |  |  |  |
| 14 | Will be able to develop knowledge and skills to conduct interdisciplinary studies on the basis of understanding the relationship between other disciplines such as sociology, philosophy, political science, anthropology, management sciences, behavioral sciences, psychology, literature, economics. |  |  |  |
| 15 | Will be able to create alternative perspectives by synthesizing the practices of different countries in the field of education systems and management with the dynamics of the country they live in. |  |  |  |
| 16 | Will be able to recognize advanced statistical techniques used in educational research and use them in their studies. |  |  |  |
| 17 |  |  |  |  |
| 18 |  |  |  |  |
| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**