GAU, Faculty of Education

GAU, Eğitim Fakültesi

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| **Course Unit Title/Ders Adı** | | Curriculum Development in Education | | |
| **Course Unit Code/Ders Kodu** | | ELTVE305 | | |
| **Type of Course Unit/Ders statüsü** | | Elective | | |
| **Level of Course Unit/Ders seviyesi** | | BSc | | |
| **National Credits/Ulusal kredi** | | 2 | | |
| **Number of ECTS Credits Allocated/AKTS değeri** | | 4 ECTS | | |
| **Theoretical (hour/week)/Haftalık teorik ders saati** | | 2 | | |
| **Practice (hour/week)/Uygulama durumu** | | - | | |
| **Laboratory (hour/week)/Laboratuvar durumu** | | - | | |
| **Year of Study/ Dersin yılı** | | 3 | | |
| **Semester when the course unit is delivered/Ders dönemi** | | 1 | | |
| **Course Coordinator/Ders koordinatörü** | | - | | |
| **Name of Lecturer (s)/Ders sorumlu öğretim elemanı** | | - | | |
| **Name of Assistant (s)/Asistan adı** | | - | | |
| **Mode of Delivery/Dersin işlenişi** | | Face to Face | | |
| **Language of Instruction/Dersin dili** | | English | | |
| **Prerequisities and co-requisities/Dersin ön koşulu** | | - | | |
| **Recommended Optional Programme Components/Önerilen opsiyonel program unsurları** | | - | | |
| **Objectives of the Course/Dersin amacı** | | | | |
| * This course includes a historical, sociological, philosophical, and psychological examination of school curriculum, theories, trends and curriculum structure. The course also prepares the teacher candidate to make decisions about best practices that should be implemented in the classroom as a part of the teaching and learning process. In addition, this course also explores researched based methods for implementing instruction based upon the work of theorists that have presented pedagogy according to strategies and methodologies proven to be effective. | | | | |
| **Learning Outcomes/Öğrenme çıktıları** | | |  | |
| When this course has been completed the student should be able to | | | Assesment | |
| 1 | Review and understand the critical issues, problems and trends in curriculum development and instruction | | 1 | |
| 2 | Evaluate the process of curriculum development in Pakistan | | 1,5 | |
| 3 | Analyse different models of curriculum development. | | 1,5 | |
| 4 | Review and understand the critical issues, problems and trends in curriculum development and instruction | | 1,5 | |
| 5 | Describe the process of curriculum evaluation | | 5 | |
| 6 | Evaluate the quality and worth of our local text books, curricula and syllabi | | 5 | |
| 7 | Define curriculum and explain perspectives of curriculum change | | 5 | |
| *Assesment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5 Lab.Work  *Değerlendirme Metodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work | | | | |
| **Course’s Contribution to Program/Dersin Programa Katkıları** | | | | |
|  | | | | CL |
| 1 | have gained an in-depth knowledge of different linguistic components of the English language; | | | 1 |
| 2 | be familiar with different theories, methods, and techniques of teaching English as a foreign language; | | | 1 |
| 3 | be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | | | 1 |
| 4 | be able to assess English language learners in different language skills; | | | 4 |
| 5 | be able to create, evaluate, and use English language teaching materials; | | |  |
| 6 | be able to critically evaluate the existing language proficiency exams; | | | 4 |
| 7 | be able to participate and be sufficiently understood in academic discourse; | | | 1 |
| 8 | be able to apply academic learning strategies such as note-taking, reading, and oral communication strategies in real life situations; | | | 3 |
| 9 | be able to make efficient and appropriate behaviour management decisions in the classroom; | | | 3 |
| 10 | be able to analyze literary texts to integrate them into their teaching; | | | 3 |
| 11 | to be able to effectively manage group dynamics, time, space and materials; | | | 2 |
| 12 | to have gained familiarity with basic principles of guidance and the relevant practical applications; | | | 3 |
| 13 | be able to conduct and use research and document sources properly; | | | 2 |
| 14 | be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | | | 2 |
| 15 | have gained an in-depth knowledge of different linguistic components of the English language; | | | 1 |
| *CL (Contribution Level)*: 1.Very Low, 2.Low, 3.Moderate, 4.High, 5.Very High  *Katkı seviyesi*: 1. Çok düşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çok yüksek | | | | |

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| **Course Contents/Ders İçeriği** | | | | | | | | |
| Week |  |  | | | | | | Exam**s** |
| 1 |  | Introduction: Elements of curriculum: Objectives, content, teaching methods and evaluation, Basic components of curriculum and instruction, and their inter-relationship, Role of school leaders and teachers in curriculum development | | | | | |  |
| 2 |  | Foundations of Curriculum: Philosophical foundations, Historical foundations, Psychological foundations, Socio-cultural foundations, Economic foundations | | | | | |  |
| 3 |  | Curriculum Theory and Practice: Various models: Objective Model, Contents model, Process model, Integration vs. differentiated curriculum, Teacher vs. student centered curriculum, Top down vs. bottom up curriculum | | | | | |  |
| 4 |  | Curriculum Development Process: Curriculum development: Basic concepts, Steps in Curriculum development process, Procedures of curriculum development: Judgmental, experimental, analytical and consensual, Curriculum change and innovation, Curriculum development process in Turkey | | | | | |  |
| 5 |  | Key elements of the curriculum: goals, learning outcomes, achievements | | | | | |  |
| 6 |  | Key elements of the curriculum: approaches to topics and content selection | | | | | |  |
| 7 |  | Revision | | | | | |  |
| 8 |  |  | | | | | | Midterm |
| 9 |  | Content selection and program design | | | | | |  |
| 10 |  | Teaching-learning process | | | | | |  |
| 11 |  | Learning approaches | | | | | |  |
| 12 |  | Instructional strategies | | | | | |  |
| 13 |  | Teaching methods and techniques | | | | | |  |
| 14 |  | Curriculum Evaluation: Definition, components, and kinds of evaluation, (Summative, formative, diagnostic etc.), Traditional and progressive notions of curriculum monitoring and evaluation, Role of evaluation in curriculum improvement, Process and practices of curriculum evaluation, Curriculum evaluation in Turkey and its implications, Contemporary issues of curriculum evaluation | | | | | |  |
| 15 |  |  | | | | | | Final |
| **Recommended Sources/Önerilen kaynaklar** | | | | | | | | |
| **Textbook/Ders kitabı:**  Bilen, M.(1993). Plandan uygulamaya öğretim (3. baskı). Ankara: TAKAV Yayıncılık.  Demirel, Ö.(2004). Kuramdan uygulamaya eğitimde program geliştirme (10. baskı). Ankara: PegemA Yayıncılık.  Demirel, Ö. (2007). Eğitimde program geliştirme (10. baskı). Ankara: Pegem A Yayıncolık.  Demirel, Ö. (1992). Türkiye'de program geliştirme uygulamaları. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 7(7).  Ertürk, S. (1994). Eğitimde program geliştirme. Ankara: Meteksan Yayınları.  Sönmez, Veysel. (2008). Program Geliştirmede Öğretmen El Kitabı (14. Baskı). Ankara: Anı Yayıncılık.  Ün-Açıkgöz, K. (2003). Etkili öğrenme ve ögretme (4. baskı). İzmir: Eğitim Dünyası Yayınları.  Varış, F. (1996). Eğitimde program geliştirme: Teori ve teknikler (6. baskı). Ankara: Alkım Yayıncılık.  Gözütok, F. D. (2017). Öğretim ilke ve yöntemleri. Pegem Atıf İndeksi, 1-386.  Hunkins, F. P., & Hammill, P. A. (1994). Beyond Tyler and Taba: Reconceptualizing the curriculum process. Peabody Journal of Education, 69(3), 4-18.  Läänemets, U., & Kalamees-Ruubel, K. (2013). The taba-tyler rationales. Journal of the American Association for the Advancement of Curriculum Studies (JAAACS), 9(2).  Tanner, D., & Tanner, L. N. (1980). Curriculum development: Theory into practice (p. 30). New York: Macmillan.  **Supplementary Material(s)/Ek Materyal(ler):**  Oliver, R., Kersten, H., Vinkka- Puhakka, H., Alpasan, G., Bearn, D., Cema, I., ... & Jeniati, E. (2008). Curriculum structure: principles and strategy. European Journal of Dental Education, 12, 74-84.  Caswell, H. L., & Campbell, D. S. (1935). Curriculum development. American Book Company.  Pinar, W. F. (2013). International handbook of curriculum research. Routledge. | | | | | | | | |
| **Assessment/Değerlendirme** | | | | | | | | |
| Attendance/Derse devam | | | 0% |  | | | | |
| Homeworks/Ödevler | | | 0% |  | | | | |
| Laboratory/Lab. | | | 0% | Lab Grade= Lab Performance  Lab Attendance | | | | |
| Midterm Exam/Vize sınavı | | | 40% |  | | | | |
| Final Exam/Final sınavı | | | 60% |  | | | | |
| Total | | | 100% |  | | | | |
| **ECTS Allocated Based on the Student Workload/ Öğrenci ders yüküne göre AKTS değerleri** | | | | | | | | |
| ActivitiesEtkinlik | | | | | Number/Sayısı | Duration (hour)/Süresi | Total Workload(hour)/Toplam yük | |
| Course duration in class (including the Exam week)/Sınıf içi tkinlikler | | | | | 14 | 2 | 28 | |
| Labs and Tutorials/ Lab ve ders | | | | | - | - | - | |
| Assignments/Ödevler | | | | | - | - | - | |
| E-Learning Activities/E-learning activities | | | | | 2 | 2 | 28 | |
| Project/Presentation/Report Writing/Proje | | | | | - | - | - | |
| Quizzes | | | | | - | - | - | |
| Lab Exams | | | | | - | - | - | |
| Midterm Examination/Vize | | | | | 1 | 1 | 1 | |
| Final Examination/Fiİnal | | | | | 1 | 1 | 1 | |
| Self Study/Bireysel çalışma | | | | | 6 | 12 | 72 | |
| Total Workload/İş yükü | | | | | | | 130 | |
| Total Workload/30 (h) | | | | | | | 130/30 | |
| ECTS Credit of the Course/AKTS değeri | | | | | | | 4,3 | |