**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course Unit Title/Ders Adı** | Türk Eğitim Tarihi/ History of TR Education |
| **Course Unit Code/Ders Kodu** | **ELTV204** |
| **Type of Course Unit/Ders statüsü** | Ortak ders-Common course |
| **Level of Course Unit/Ders seviyesi** | Lisans/Bachelor |
| **National Credits/Ulusal kredi** | 2 |
| **Number of ECTS Credits Allocated/AKTS değeri** | 3 AKTS |
| **Theoretical (hour/week)/Haftalık teorik ders saati** | 2 |
| **Practice (hour/week)/Uygulama durumu** | - |
| **Laboratory (hour/week)/Laboratuvar durumu** | - |
| **Year of Study/ Dersin yılı** | 2 |
| **Semester when the course unit is delivered/Ders dönemi** | Güz |
| **Course Coordinator/Ders koordinatörü** | - |
| **Name of Lecturer (s)/Ders sorumlu öğretim elemanı** | - |
| **Name of Assistant (s)/Asistan adı** | - |
| **Mode of Delivery/Dersin işlenişi** | Yüz yüze, /Face to face |
| **Language of Instruction/Dersin dili** | Türkçe/English |
| **Prerequisities and co-requisities/Dersin ön koşulu** | - |
| **Recommended Optional Programme Components/Önerilen opsiyonel program unsurları** | - |
| **Objectives of the Course/Dersin amacı** |
| Explains the contribution of the cultural and political structure of the Turks to education in the pre-Muslim period, explains the effects of the education movement in the first modernization period of the Ottomans (1299-1776) on madrasah education, compares the basic features of education in Western countries with the education in the Ottoman Empire, The effect of the period of Yavuz Sultan Selim on the decline in madrasah education. describes the structural changes in education in the Republican period and the quantitative and qualitative developments in education with examples. |
| **Learning Outcomes/Öğrenme çıktıları** |  |
| Students will; | Asssesment |
| 1 | Explain the basic features of education in the Uyghur, Karakhanid and Seljuk Periods, | 1,2 |
| 2 | Interprets the characteristics of education in the Ottomans and the education movement of the first innovation period (1299-1776), | 1,2 |
| 3 | Defines the common features of the 1776-1839 period education in the Ottomans, | 1,2 |
| 4 | He tells about the innovations made in education in the Tanzimat period 1839-1876, | 1,2 |
| 5 | Explain the developments and basic features of education in the Absolutism Period 1878-1908. | 1,2 |
| 6 | Interprets the developments in education during the Constitutional Monarchy period, 1908-1918. | 1,2 |
| 7 | Comments on the developments in education during the War of Independence period, 1919-1922 | 1,2 |
| 8 | Explains the basic features of education in the Republic Period and the aim of the reform and the structure of the education system. | 1,2 |
| *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/KS |
| 1 | have gained an in-depth knowledge of different linguistic components of the English language; | 4 |
| 2 | be familiar with different theories, methods, and techniques of teaching English as a foreign language; | 3 |
| 3 | be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | 4 |
| 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; | 2 |
| 6 | be able to critically evaluate the existing language proficiency exams; | 3 |
| 7 | be able to participate and be sufficiently understood in academic discourse;  | 3 |
| 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; | 4 |
| 10 | be able to analyze literary texts to integrate them into their teaching; | 4 |
| 11 | to be able to effectively manage group dynamics, time, space and materials; | 3 |
| 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; | 4 |
| 14 | be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career.  | 3 |
| *CL (Contribution Level)*: 1.Very Low, 2.Low, 3.Moderate, 4.High, 5.Very High*Katkı seviyesi(KS)*: 1. Çok düşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çok yüksek |
|  **Course Contents/Ders İçeriği** |
| Week/**Hafta** |  |  | Exam**s/ Sınavlar** |
| 1 |  | Introduction to the History of Turkish Education: Sources of Educational  |  |
| 2 |  | History Studies and Education of Turks in the Pre-Muslim Period,Conversion of Turks to Islam: Mosque School Method, Education Rings, Kuttab and Schools, Madrasa Schools |  |
| 3 |  | Education in the Ottomans (1299-1776) From the Foundation to the First Innovation Movement |  |
| 4 |  | The basic features of education in the Ottomans in the period 1776-1839 |  |
| 5 |  | Conversion of Turks to Islam: Mosque School Method, Educational Rings,Basic features of Tanzimat period (1839-1876) education |  |
| 6 |  | The Absolutism Era 1878-1908: the main features of the education of this period: |  |
| 7 |  | Constitutional period (1908-1918) the structure and basic features of education |  |
| 8 |  |  | **Mid-term**  |
| 9 |  | War of Independence Period 1919-1922: Teachers' effect on organization, Education Congress, Minority and Foreign Schools |  |
| 10 |  | Republican Period: Developments in pre-school, primary and secondary education |  |
| 11 |  | Republican Period -2: Atatürk's Educational View and Educational Levels and numerical developments, |  |
| 12 |  | Republican Period - Nation Schools: Aims and Administrative |  |
| 13 |  | Organizations of Nation Schools, Numerical Developments in Structure, Community Centers |  |
| 14 |  | Republican Period - Village Institutes: Foundation and Purpose, village trainer schools, village education system, village institute program, management |  |
| 15 |  |  | **Final** |
| **Recommended Sources/Önerilen kaynaklar** |
| **Textbook/Ders kitabı:**A Akyüz, Yahya: (2015). Türk Eğitim Tarihi, Pegem Akademi Yayıncılık Ankara: **Supplementary Material(s)/Ek Materyal(ler):** |
| **Assessment/Değerlendirme** |
| Attendance/Derse devam | 5% |  |
| Homeworks/Ödevler | 5% |  |
| Laboratory/Lab.  | 0% | Lab Grade= Lab Performance  Lab Attendance |
| Midterm Exam/Vize sınavı | 40% |  |
| Final Exam/Final sınavı | 50% |  |
| 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 etkinlikler | 13 | 2 | 26 |
| Labs and Tutorials/ Lab ve ders | - | - | - |
| Assignments/Ödevler | 2 | 8 | 16 |
| E-Learning Activities/E-learning activities | 2 | 8 | 16 |
| Project/Presentation/Report Writing/Proje | - | - |  |
| Quizzes | - | - | - |
| Lab Exams | - | - | - |
| Midterm Examination/Vize | 1 | 1 | 1 |
| Final Examination/Final | 1 | 1 | 1 |
| Self-Study/Bireysel çalışma | 4 | 10 | 40 |
| Total Workload/İş yükü | 100 |
| Total Workload/30 (h) |  100/30 |
| ECTS Credit of the Course/AKTS değeri | 3,3 |