

FINAL INTERNATIONAL UNIVERSITY  
TRNC  
PEDAGOGICAL FORMATION CERTIFICATE PROGRAM

| COURSES  |                |             |  |                 |           |          |             |           |          |              |
|----------|----------------|-------------|--|-----------------|-----------|----------|-------------|-----------|----------|--------------|
| Semester | Reference Code | Course Code | Course Title                                     | Course Category | Credits   |          |             |           | Prereq.. | ECTS credits |
|          |                |             |  |                 | Lecture   | Tut.     | Lab / Prac. | Total     |          |              |
| 1        |                | PEFE151     | INTRODUCTION TO EDUCATIONAL SCIENCES             |                 | 2         | 0        | 0           | 2         |          | 4            |
| 1        |                | PEFE252     | PRINCIPLES AND METHODS OF TEACHING               |                 | 2         | 0        | 0           | 2         |          | 4            |
| 1        |                | PEFE254     | CLASSROOM MANAGEMENT                             |                 | 2         | 0        | 0           | 2         |          | 4            |
| 1        |                | PEFE256     | THEORIES AND APPROACHES TO TEACHING AND LEARNING |                 | 2         | 0        | 0           | 2         |          | 4            |
| 1        |                | PEFE258     | SPECIAL TEACHING METHODS                         |                 | 3         | 0        | 2           | 4         |          | 6            |
| 1        |                | PEFEXX1     | ELECTIVE COURSE-I                                |                 | 2         | 0        | 0           | 2         |          | 4            |
| 1        |                | PEFEXX2     | ELECTIVE COURSE-II                               |                 | 2         | 0        | 0           | 2         |          | 4            |
| 1        |                |             | <b>TOTAL 7 COURSES</b>                           | <b>TOTAL:</b>   | <b>15</b> | <b>0</b> | <b>2</b>    | <b>16</b> |          | <b>30</b>    |
|          |                |             |  |                 |           |          |             |           |          |              |
| 2        |                | PEFE352     | MEASUREMENT AND EVALUATION IN TEACHING           |                 | 2         | 0        | 0           | 2         |          | 4            |
| 2        |                | PEFE152     | EDUCATIONAL PSYCHOLOGY                           |                 | 2         | 0        | 0           | 2         |          | 4            |
| 2        |                | PEFE251     | INSTRUCTIONAL TECHNOLOGIES AND MATERIAL DESIGN   |                 | 2         | 0        | 2           | 3         |          | 6            |
| 2        |                | PEFE351     | RESEARCH PROJECT IN THE FIELD                    |                 | 2         | 0        | 2           | 3         |          | 6            |
| 2        |                | PEFE401     | TEACHING PRACTICE                                |                 | 2         | 0        | 6           | 5         |          | 10           |
| 2        |                |             | <b>TOTAL 5 COURSES</b>                           | <b>TOTAL</b>    | <b>10</b> | <b>0</b> | <b>10</b>   | <b>15</b> |          | <b>30</b>    |
|          |                |             |  |                 |           |          |             |           |          |              |

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| Elective Courses |             |                                     |         |      |            |       |      |  |
|------------------|-------------|-------------------------------------|---------|------|------------|-------|------|--|
|                  | Course Code | Course Title                        | Credits |      |            |       | ECTS | Category Title (As there is no categorization, leave it blank) |
|                  |             |                                     | Lecture | Tut. | Lab/Prac.. | Total |      |  |
| 1.               | PEFE452     | COUSELLING                          | 2       | 0    | 0          | 2     | 4    |  |
| 2.               | PEFE455     | USE OF TECHNOJOGY IN EDUCATION      | 2       | 0    | 0          | 2     | 4    |  |
| 3.               | PEFE380     | EDUCATIONAL PHILOSOPHY              | 2       | 0    | 0          | 2     | 4    |  |
| 4.               | PEFE385     | EDUCATIONAL SOCOLOGY                | 2       | 0    | 0          | 2     | 4    |  |
| 5.               | PEFE451     | SPECIAL EDUCATION                   | 2       | 0    | 0          | 2     | 4    |  |
| 6.               | PEFE383     | EUCATIONAL MANAGEMENT               | 2       | 0    | 0          | 2     | 4    |  |
| 7.               | PEFE353     | ACTION RESEARCH IN EDUCATION        | 2       | 0    | 0          | 2     | 4    |  |
| 8.               | PEFE367     | CURRICULUM DEVELOPMENT IN EDUCATION | 2       | 0    | 0          | 2     | 4    |  |
| 19.              | PEFE364     | HISTORY OF EDUCATION                | 2       | 0    | 0          | 2     | 4    |  |
| 10.              | PEFE106     | PSYCHOLOGY OF CHILD DEVELOPMENT     | 2       | 0    | 0          | 2     | 4    |  |
| 11.              | PEFE381     | ETHICS IN TEACHING PROFESSION       | 2       | 0    | 0          | 2     | 4    |  |
| 12.              | PEFE379     | LIFE-LONG LEARNING                  | 2       | 0    | 0          | 2     | 4    |  |
| 13               | PEFE377     | INDIVIDUALIZED EDUCATION            | 2       | 0    | 0          | 2     | 4    |  |

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**Compulsory Courses**

|                                      |   |
|--------------------------------------|---|
| Course Code, Title and Credits       | PEFE151 INTRODUCTION TO EDUCATIONAL SCIENCES (2-0-0)2   |
| Course Description                   | This course aims to introduce students to the basic concepts education and training, and the aims and functions of education. In addition, it discusses the relationship between the field of education and other disciplines. The legal, social, cultural, historical, political, economic, philosophical and psychological foundations of education will also be discussed. Among other topics are methods in educational sciences, school and classroom as a teaching and learning environment, current developments in teaching profession and teacher education and trends in the twenty-first century. Students who successfully complete this course are expected to have a general perspective on the field of education. |
| Course Books and Supplementary Books | Eğitim Bilimine Giriş, Editörler: Özcan Demirel, Zeki Kaya, Pegem Yay; 2010   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |

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|--------------------------------------|---|
| Course Code, Title and Credits       | PEFE252 PRINCIPLES AND METHOS OF TEACHING (2-0-0)2  |
| Course Description                   | The aim of this course is to introduce the basic principles and methods of teaching in general and the principles, models, strategies, methods and techniques of teaching-learning in particular. Students will gain knowledge about the concepts of setting goals and objectives in teaching, selecting and organizing content in teaching and learning. They will also gain knowledge about developing teaching materials and planning their teaching. In addition, they will gain practical knowledge about preparing and implementing lesson plans. Other topics in the course include theories and approaches to teaching, effective school teaching, success in learning and evaluation of in-class learning. |
| Course Books and Supplementary Books | Öğretim İlke ve Yöntemleri. Veysel Sönmez, Anı Yayıncılık, Ankara 2007  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |

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|--------------------------------------|---|
| Course Code, Title and Credits       | PEFE254 CLASSROOM MANAGEMENT (2-0-0)2   |
| Course Description                   | The aim of this course is to present the basic concepts of classroom management such as physical, social and psychological dimensions of the classroom, classroom rules and discipline, models of classroom management and discipline, management of student behavior in the classroom, communication and interaction process in the classroom environment. In addition, the topics of class as a concept, student motivation in the classroom, the teacher as an instructional leader in the classroom, management of teacher-parent meetings, creating a positive classroom and learning climate will be studied. Additionally, students will examine cases of classroom management according to various school levels. |
| Course Books and Supplementary Books | Sınıf Yönetimi. H. Başar, Anı Yayıncılık. Ankara 2003   |

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| Course Assessment | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation. |
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| Course Code, Title and Credits       | PEFE256 THEORIES AND APPROACHES TO TEACHING AND LEARNING (2-0-0)2  |
| Course Description                   | The aim of this course is to provide students with the necessary knowledge about the theories of learning, the teaching theories that guide teachers in their teaching, and the variables related to the realization of effective learning and teaching.   |
| Course Books and Supplementary Books | Oral, B.(2020) Öğrenme, Öğretme, Kuram ve Yaklaşımları.Pegem.  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation. |

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|--------------------------------------|--|
| Course Code, Title and Credits       | PEFE258 SPECIAL TEACHING METHODS (3-0-2)4  |
| Course Description                   | The general purpose of the course is to provide students with the necessary knowledge, skills and values to enable students to use them in the activities in the program by introducing the basic concepts, strategies, methods, tools, materials and techniques specific to the field, based on the general principles and methods related to teaching. The main topics within this framework are:<br>Examination and evaluation of the field-specific education program, educational settings and teaching materials; planning and implementation of the activities according to the approaches such as project method, multiple intelligence theory, effective learning, problem-solving based learning, collaborative learning, etc. |
| Course Books and Supplementary Books | Field-specific resources will be used with the guidance of the lecturer in charge of the course.   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.   |

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| Course Code, Title and Credits       | PEFE352 MEASUREMENT AND EVALUATION IN EDUCATION (2-0-0)2   |
| Course Description                   | This course includes the importance of measurement and evaluation, understanding the need for tests, developing goals using Bloom's Cognitive Taxonomy, Krathwohl's Affective Domain and Dave's Psychomotor Domain; developing asking question techniques in accordance with Bloom's taxonomy; basic concepts of measurement and evaluation; reliability, validity and usefulness of measurement tools used in education; qualities and features of measurement tools ; traditional measurement tools (written exams, short-answer exams, true-false and multiple choice tests, matching tests, oral exams, homework); tools to get to know students in all respects (observations, interviews, performance evaluation, portfolios, research articles, attitude scales); basic statistical operations on measurement results; evaluation of student products; scoring and developing measurement tools related to the field. |
| Course Books and Supplementary Books | Eğitimde Ölçme ve Değerlendirme. Hakan Atılgan ve diğerleri. Anı Yayıncılık. Ankara 2007   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.   |

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|--------------------------------------|---|
| Course Code, Title and Credits       | PEFE152 EDUCATIONAL PSYCHOLOGY (2-0-0)2   |
| Course Description                   | In this course students will gain knowledge about the basic concepts of psychology and educational psychology. In addition, they will be equipped with knowledge of research methods in educational psychology. Additionally, the course includes the discussion of the theories of development, developmental areas, developmental processes and individual differences in development. How psychology can have an impact on learning will also be discussed. Among the topics that will be particularly focused on are basic concepts related to learning, factors affecting learning and learning theories in the context of teaching-learning processes. In addition, motivation in learning process will be discussed. At the end of the course, students will have knowledge about the basic concepts and theories of educational psychology and their effects on decision- making processes in the education and training process. |
| Course Books and Supplementary Books | Eğitim Psikolojisi – Gelişim, Öğrenme, Eğitim. Ayhan Aydın, Pegem Yay, Ankara; 2010   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |

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|--------------------------------------|---|
| Course Code, Title and Credits       | PEFE251 INSTRUCTIONAL TECHNOLOGIES AND MATERIAL DESIGN(2-0-2)3  |
| Course Description                   | The focus of this course is information technologies in education. The course will introduce the classification of instructional technologies and teaching processes. Additionally, theoretical approaches to instructional technologies and new trends in learning approaches will be introduced. Students will gain knowledge about new literacies, instructional technologies as course tools and equipment, the design of instructional materials and especially the design of thematic instructional materials. Students will also practice preparing field-specific materials and evaluation criteria for instructional materials. The course will also provide students with opportunities to acquire practical skills in applying instructional technologies. |
| Course Books and Supplementary Books | Öğretim Teknolojileri Kullanımı ve Materyal Geliştirme. Nazmi Şimşek Asil Yayın Dağıtım. , 2007   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |

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|--------------------------------------|---|
| Course Code, Title and Credits       | PEFE351 RESEARCH PROJECT IN THE FIELD (2-0-2)3  |
| Course Description                   | This course provides an overview of data collection, analysis and interpretation, preparation of research report, research methods and research processes. It will also introduce the characteristics of quantitative research, qualitative research and mixed method designs. Students will practice data collection processes suitable for qualitative research, quantitative research and mixed research methods. They will analyze the data they collect according to the appropriate one of these three research methods. While doing this, data collection tools and sampling models in different research designs will also be discussed. Validity and reliability issues in quantitative and qualitative research designs will also be addressed. |
| Course Books and Supplementary Books | Bilimsel Araştırma Yöntemleri. (1. Baskı), Büyüköztürk, Ş., Çakmak-Kılıç, E., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. Pegem Akademi Yayınları., Ankara 2008  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |

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| Course Code, Title and Credits       | PEFE401 TEACHING PRACTICE (2-0-6)5   |
| Course Description                   | The general aim of this course is to familiarize students with practicum schools and classes by making detailed observations and writing reports about their observations. The main topics within the scope of this course are: observation and recognition of the school as an education and learning environment; examining the physical characteristics and institutional structure of the school; investigating the duties and responsibilities of administrators, teachers and other staff at schools; observing the relations between the school and the society it is located in, observation of physical, social, educational and psychological aspects of the classroom; examination of school programs; observation of the teacher's daily lessons and educational activities in the school and classroom: observation of a day of students at school. |
| Course Books and Supplementary Books | Field-specific resources will be used with the guidance of the lecturer in charge of the course.   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.   |

**Elective Courses**

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|--------------------------------------|--|
| Course Code, Title and Credits       | PEFE452 COUNSELLING (2-0-0)2   |
| Course Description                   | This course provides students with the role of guidance and psychological counselling services in education, the philosophy, purpose, principles and program of the developmental guidance model (comprehensive Psychological Counselling and Guidance Program). In addition, the course will discuss basic services/interventions; the role and function of teachers in classroom guidance; educational, professional, personal and social competencies to be gained within the scope of psychological counselling and guidance. Among other subjects of this course are: cooperation between the school administrator and teachers, guidance counsellor and psychological counsellor; preparation and implementation of guidance and psychological counselling plans and programs for schools. |
| Course Books and Supplementary Books | Eğitimde Rehberlik Hizmetleri, Binnur Yeşilyaprak, Nobel Kitapevi, Ankara 2001.  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.   |

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| Course Code, Title and Credits       | PEFE455 USE OF TECHNOLOGY IN EDUCATION (2-0-0)2  |
| Course Description                   | The general aim of this lesson is to enable students to recognize the effects of informatics and information technologies on education and learning processes and to benefit from them. The main topics are: Information technologies in education; classification of teaching processes and teaching technologies; theoretical approaches instructional technologies; new trends in learning approaches; current literacies; instructional technologies as tools and materials; design of teaching materials; designing thematic teaching materials; creating a field specific material bank; criteria for the evaluation of instructional materials. |
| Course Books and Supplementary Books | Öğretim Teknolojileri Kullanımı ve Materyal Geliştirme. Nazmi Şimşek Asil Yayın Dağıtım. , 2007  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.   |

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| Course Code, Title and Credits       | PEFE380 EDUCATIONAL PHILOSOPHY (2-0-0)2   |
| Course Description                   | This course examines the basic issues and problem areas in philosophy. Among the topics it includes are: Knowledge, ethics/values and education; basic philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytical philosophy) and education; philosophy of education and educational movements; perennialism, fundamentalism, progressivism, existential education, critical/radical education. The course discusses philosophers 'views on education in the Islamic world and the West (Plato, Aristotle, Socrates, J. Dewey, Avicenna, Farabi, Rousseau, etc.); human nature, individual differences and education; education in terms of political and economic ideologies; schools of thought and education that support the modernization process in Turkey; the philosophical foundations of the Turkish Education system. |
| Course Books and Supplementary Books | Sönmez, V. (20202). Eğitim Felsefesi. Anı   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |



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| Course Code, Title and Credits       | PEFE308 EDUCATIONAL SOCIOLOGY (2-0-0)2   |
| Course Description                   | This course examines the basic concepts of sociology. It focusses on society, social structure, social facts, social events, the pioneers of sociology (İbn-i Haldun, A. Comte, K. Marx, E. Durkheim, M. Weber, etc.) and basic sociological theories (functionalism, structuralism, symbolic interactionism, conflict) as well as education-related views and theories (critical theory, phenomenology, ethnomethodology), and social processes (socialization, social stratification, social mobility, social change, etc.). It also includes social institutions (family, religion, economy, politics) and education; development of sociology in Turkey and sociology of education (Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz turhan, etc.); culture and education; schools as social, cultural, ethical system and community. |
| Course Books and Supplementary Books | Tezcan, M. (20202). Eğitim Sosyolojisi. Anı  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.   |

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| Course Code, Title and Credits       | PEFE451 SPECIAL EDUCATION (2-0-0)2  |
| Course Description                   | This course covers basic concepts; individuals with special education needs; language and speech disorder; physical disability/chronic illnesses; multiple disabilities; emotional/behavioral disorder; communication disorders; attention deficit hyperactivity disorder, autism, spectrum disorder, rare disabilities: severe/multiple disabilities, hearing impairment, gifted and talented students, transition to adulthood, classification, prevalence and frequency of incidence; causes, screening/diagnostics, team, educational environments, scientific applications; the concept of family and characteristics of families with children with special needs; attitudes towards children with special education needs and their families; services, supports and legal rights available to families. |
| Course Books and Supplementary Books | İlköğretimde Kaynaştırma. İbrahim H. Diken, Pegem Yayıncılık 2010 Ankara  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |

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| Course Code, Title and Credits       | PEFE383 EDUCATIONAL MANAGEMENT (2-0-0)2  |
| Course Description                   | This course covers the basic concepts of educational management, education as an organization, organizational structures and educational organizations, educational management theories, educational management processes, leadership in educational organizations, communication in educational organizations, ethics in education, management, creating a positive social climate in educational organizations, educational planning, educational economy and education supervision. |
| Course Books and Supplementary Books | Türk Eğitim Sistemi ve Okul Yönetimi. Mehmet Şişman, İbrahim Taşdemir, Pegem Akademik Yayıncılık, Ankara 2008.   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects,   |

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|  | presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation. |
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| Course Code, Title and Credits       | PEFE353 ACTION RESEARCH IN EDUCATION (2-0-0)2  |
| Course Description                   | This course aims to assist teachers in developing their professional skills through the exploration of significant issues in educational settings. It covers all the steps of using action research: spotting a problem, describing it and proposing a research; methods of collecting data; quantitative and qualitative designs in action research; methods of analyzing data, Reporting findings and writing action research paper. |
| Course Books and Supplementary Books | Bilimsel Araştırma Yöntemleri. (1. Baskı), Büyüköztürk, Ş., Çakmak-Kılıç, E., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. Pegem Akademi Yayınları., Ankara 2008   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.   |

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| Course Code, Title and Credits       | PEFE367 CURRICULUM DEVELOPMENT IN EDUCATION (2-0-0)2  |
| Course Description                   | The aim of this course is to equip students with information about the basic concepts of curriculum development, theoretical foundations of curriculum development, types of curriculum, philosophical, social, historical, psychological and economic foundations of types of curriculum and their main features, and curriculum developmental stages. It also covers basic components of curriculum development (goal, content, process, evaluation) and their relationships, classification of goals and their relationship with curriculum elements, content revision approaches, determination of educational needs, curriculum development processes and models, approaches to curriculum design, curriculum evaluation models, curriculum literacy, duties and responsibilities of teachers in curriculum development, characteristics of Ministry of National Education curriculum, implementation of curriculum in Turkey and in the world, new approaches and trends in curriculum development. |
| Course Books and Supplementary Books | Demirel, Ö. (2007). Eğitimde program geliştirme (10. baskı). Ankara: Pegem A Yayıncılık.  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |

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| Course Code, Title and Credits       | PEFE364 HISTORY OF EDUCATION (2-0-0)2  |
| Course Description                   | This course is essentially concerned with what education is, what purposes it should serve, and how it should be structured. It is closely intertwined with ideas about what a society is and how it functions. This course provides an introduction to major philosophers of education and discusses their influence on the history of education. The course also aims to develop a strong understanding of education and some of its key components, what education means to us, medieval education and reform, the crusades and the scientific Middle East, John Dewey and Pragmatism. In conclusion, History of Education is a study of the past that focusses on educational issues. In this respect, it includes educational systems, institutions, theories, and other relevant topics. |
| Course Books and Supplementary Books | Türk Eğitim Tarihi M.Ö. 1000- M.S. 2004. Yahya Akyüz, Ankara, Pegem A Yay., 2009.  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.   |

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| Course Code, Title and Credits       | PEFE106 PSYCHOLOGY OF CHILD DEVELOPMENT (2-0-0)2   |
| Course Description                   | The aim of this course is to examine the basic concepts and terms regarding the development of the individual, the characteristics of developmental periods and their effects on the individual from the perspectives of different theories and theorists. The main focal points of the course are the examination, evaluation and comparison of the basic variables of physical, psychological, social and moral development from the first stage of the developmental process to the last stage and the effects of hereditary and environmental factors. |
| Course Books and Supplementary Books | Mehmet Bilgin, Prof. Dr. Banu Yazgan İnanç, Yrd. Doç. Dr. Meral Kılıç Atıcı Gelişim Psikolojisi, Çocuk ve Ergen Gelişimi PEGEM AKADEMİ YAYINCILIK  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.   |

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| Course Code, Title and Credits       | PEFE381 ETHICS IN TEACHING PROFESSION (2-0-0)2  |
| Course Description                   | This course covers the attitudes, behaviors and responsibilities required by teaching profession. The main topics that need to be discussed within the scope of this course are: professionalism, responsibility in service, justice, equality, ensuring a healthy and safe educational environment, not committing corruption or condoning it, honesty, integrity, trust, impartiality, professional commitment and continuous self-improvement, effective use of resources, respect for human rights. |
| Course Books and Supplementary Books | Koçyiğit, M., Tekel, E. ve Karadağ, E. (2018). Eğitimde Ahlak ve Etik. Nobel akademik Yayıncılık.   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |

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| Course Code, Title and Credits       | PEFE379 LIFE-LONG LEARNING (2-0-0)2   |
| Course Description                   | The aim of this course is to understand the meaning of life- long learning and turn it into a life style in order to be an active member of the contemporary society, and to provide adults with knowledge and skills to organize teaching activities in line with their learning characteristics. Among the main topics within the scope of this course are: definition, purpose and scope of adult education, concepts related to adult education (continuing education, public education, non-formal education, vocational training), historical development of adult education in Turkey and in the world, approaches and models regarding adult education. |
| Course Books and Supplementary Books | Güçlü, M. (2019) (Ed). Yetişkin Eğitimi ve Hayat Boyu Öğrenme. Ankara: Pegem A Akademi Yayıncılık. Ereş, F. (2019). (Ed). Yetişkin Eğitimi ve Hayat Boyu Öğrenme. Ankara: Pegem A Akademi Yayıncılık.   |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |

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| Course Code, Title and Credits       | PEFE307 INDIVIDUALIZED EDUCATION (2-0-0)2   |
| Course Description                   | The aim of this course is to learn the concept of individualization, its importance in education and what needs to be done for individualization and its applications in schools. In addition, this course aims to inform students about the characteristics of differentiated instruction and classes, as well as the processes that ensure learning and retention of knowledge. It also aims to provide students with the skills of differentiating instruction in terms of all its elements. Students are expected to use technology to follow lessons and complete assigned tasks. Among other topics within the scope of this course are: curriculum-based evaluation, general evaluation, preparation of criterion-referenced measurement tools, rules to be followed in evaluation, setting long-term and short-term teaching goals, arrangements that can be made in classrooms and schools for inclusion/integration, adapting instruction, examples of individualization and inclusion/integration classrooms |
| Course Books and Supplementary Books | Tomlinson, C.A. (2014). Öğrenci gereksinimlerine göre farklılaştırılmış eğitim. (Çev.). İstanbul: REDHOUSE Eğitim Kitapları.  |
| Course Assessment                    | Assessment Criteria will be determined by the faculty member in charge of the course provided that the weight of the final exam does not exceed 50% of the overall course grade. Apart from this, active participation, assignments, articles, projects, presentations, portfolios, critical reviews, midterm exams, etc. can be used as methods for process evaluation.  |