

EDU 101 INTRODUCTION TO EDUCATION
FALL 2016 Syllabus for Section III

Course Information

Schedule: Tuesdays 3:00 – 5:00 p.m. & Thursdays 09:00 – 11:00 a.m.
Classroom: G212 & G112

Instructor Information

Instructor: Aysel Saricaoglu
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Office hours: Fri 9:00 a.m. – 12:00 p.m. & By Appointment

Course Description

(2+2) 3Credits / 6ECTS

Education systems in Turkey from early childhood through high school graduation. Introduction to professional development as a teacher, philosophical foundations of education, psychological orientations in teaching, social foundations of education and characteristics of learning environment. The roles, responsibilities and daily life of teachers, administrators, counselors, schools, and students.

Learning Outcomes

Upon successful completion of this course, a student will be able to

- ✓ identify basic concepts of education,
- ✓ analyze historical, political, and economical foundations of Turkish education system,
- ✓ discuss the curricular foundations of education,
- ✓ analyze the philosophical foundations of education by comparing different schools of thoughts,
- ✓ identify the social foundations of education, and
- ✓ evaluate the Turkish education system in terms of philosophical, social, and curricular foundations of education.

Course Materials

Online course management system: If you do not have one yet, please create an account at <http://moodle.tedu.edu.tr/> The Moodle site for this course is named **2016F_EDU101_SEC03**. Please use Moodle actively for this class.

Textbooks & Readings:

- Akyüz, Y. (2014). *Türk eğitim tarihi*. Pegem Akademi: Ankara.
- Barrow, R., & Woods, R. (2006). *An introduction to philosophy of education*. New York, NY: Routledge.
- Eggen, P., & Kauchak, D. P. (2010). *Educational psychology: Windows on classrooms* (8th Ed.). Pearson Education International.
- Ornstein, A. C., & Levine, D. U. (2008). *Foundations of education*. Boston, MA: Houghton Mifflin Company.

Student Workload (Total 150 Hrs)

Lectures (55 hrs), Course Readings (40 hrs), Exams (20 hrs), Guests Speaker (10 hrs), Guests Speaker report (10 hrs), Oral Presentation (15 hrs)

Planned Learning Activities

Telling/Explaining, Discussions/Debates, Questioning, Demonstrating, Problem Solving, Hands-on work, Collaborating, Reading, Video Presentations, Web Searching, Group work, Presentation, Guest Speaker, Oral presentation.

Assignments

Your total grade consists of scores from the following items:

| Assignments | Weight |
|-------------------------------|--------|
| #1 Final exam | 35% |
| #2 Mid-term exam | 25% |
| #3 Guest speaker reports | 20% |
| #4 Oral presentation | 20% |
| Total weight for course grade | 100% |

Guest Speaker Report

During the semester we will have guest speakers in our class. As in the case of the field trips, the reasons for having those speakers with are to enhance your understanding about schools system, career choices in the education field and implications of the theoretical ideas in the school settings. You will have chance to question your understanding about theoretical component of education and analyze your possible carrier choices through close interaction with professionals. The protocol guest speaker reports will be provided/discussed during the class.

Oral Presentation

For presentations, you will need to explore educational philosophies and curricular foundations of education and suggest your own philosophy of education for the Turkish education system. This may be based on an original synthesis of the current philosophies or your own philosophy of

| Percentage scores | Grade points | Grades |
|-------------------|--------------|--------|
| 100-90 | 4.00 | AA |
| 89-85 | 3.50 | BA |
| 84-80 | 3.00 | BB |
| 79-75 | 2.50 | CB |
| 74-70 | 2.00 | CC |
| 69-60 | 1.50 | DC |
| 59-50 | 1.00 | DD |
| 49-0 | 0.00 | F |
| 0 | 0.00 | FX |

education based on the present philosophies. Oral presentations might be individual as well as in pairs or in groups depending on the harmony of the class.

COURSE POLICIES

I. Plagiarism

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly!*

II. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

III. Attendance

This course requires your regular participation, attendance and punctuality. It is expected that you to attend the class on a regular basis and be on time. It is your responsibility to keep in touch about the emergencies prior to class. Exceeding 10% of attendance will result a half letter grade reduction. The TEDU policy concerning attendance will be followed strictly.

IV. Late Work

You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). In all other cases, I will reduce %10 of the total point per day for late work, and the assignment will not be accepted after three days late.

V. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. *In all other cases, there will be a 10% point-reduction per day for late work, and work will not be accepted if it is three or more days late.*

VI. Extra Credit

There is no rewriting or extra credit offered in this course.

VII. Class Participation

Class participation is an integral part of this course. Classes may involve interactive lectures, small group discussions and activities, concept mapping, case studies, audiovisuals, video presentations, class presentations, field trips, observations, handouts, written assignments, exams, library/web research projects and journals.

VIII. Class Readings

Please read the assigned readings prior to class so that you may participate fully in the discussion.

Tentative Course Schedule

| Week | Date | Topic | Readings |
|------|--------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 1 | Sep 26-30 | Meeting the students and overview of the course | Syllabus and course books |
| 2 | Oct 3-7 | Introduction to the basic concepts related to education | Barrow & Woods (2006), Chapter 1 & Chapter 2 |
| 3 | Oct 10-14 | Introduction to the basic concepts related to education | Barrow & Woods (2006), Chapter 3 |
| 4 | Oct 17-21 | Introduction to the history of Turkish education system | History of Turkish education system. Akyüz, Y. (2014) |
| 5 | Oct 24-28 | Introduction to political and economic foundations of Turkish education | History of Turkish education system. Akyüz, Y. (2014) |
| 6 | Oct 31-Nov 4 | Presentation of the relation between knowledge and the curriculum | Barrow & Woods (2006), Chapter 4 |
| 7 | Nov 7-11 | Presentation of curriculum theory and curricular foundations of education | Barrow & Woods (2006), Chapter 5 Ornstein & Levine (2008), Chapter 14 |
| 8 | Nov 14-18 | Mid term & Indoctrination | Mid term & Indoctrination |
| 9 | Nov 21-25 | Introduction to philosophical foundations of education | Ornstein & Levine (2008), Chapter 6 |
| 10 | Nov 28-Dec 2 | Introduction to philosophical foundations of education | Ornstein & Levine (2008), Chapter 6 |
| 11 | Dec 5-9 | Introduction to psychological foundations of education | Eggen & Kauchak (2010), Chapters 6-7-8 |
| 12 | Dec 12-16 | Student presentations on education philosophies and curricular foundations | Student presentations |
| 13 | Dec 19-23 | Introduction to psychological foundations of education | Eggen & Kauchak (2010), Chapters 6-7-8 |
| 14 | Dec 26-30 | Introduction to social foundations of education | Barrow & Woods (2006), Chapter 12 Ornstein & Levine (2008), Chapters 10 & 12 |
| 15 | Jan 2-6 | Introduction to social foundations of education | Barrow & Woods (2006), Chapter 12 Ornstein & Levine (2008), Chapters 10 & 12 |
| 16 | Jan 9-13 | Final Exam | Final Exam |