

**TR**  
**FIRAT UNIVERSITY**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL SCIENCES**

**2025-2026 CURRICULUM**  
**CONTENT OF ELECTIVE COURSES**

<b>COURSES (2-3-4 GRADE FALL/SPRING SEMESTER)</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>Course Name: EGS1101 Open and Distance Learning</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course examines the theoretical foundations and historical development of open and distance learning, focusing on how learning environments are structured through modern information technologies. It aims to reinforce theoretical knowledge through practical examples such as virtual classrooms, learning management systems, and massive open online courses (MOOCs). Students develop a comprehensive perspective on the field by analyzing the roles, design models, and assessment approaches involved in the open and distance education process.					
<b>Course Name: EGS1102 European Education Area</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
European Union Education Area Quality Concept: Core and Cross-cutting Skills, Quality in Education and Training: Opportunities for Mobility and Cooperation, Quality in Education and Training: Promoting the Lifelong Acquisition of Language Competences and Developing a European Perspective in Education, Pathways to School Success and Centers of Excellence for VET, European Approach to Micro Qualifications, Gender Responsive Teaching Methods, Green and Digital Transitions: Education for Climate Coalition, Green and Digital Transitions: Green Practices in Education Infrastructure European Approach to Education for Environmental Sustainability, European Union Digital Education Action Plan, Teacher Training in the European Union: Erasmus Teacher Academies and the European Award for Innovative Teaching, Teachers and Trainers: European Guidance for National Career Frameworks, European Universities and University Alliances, Developing the European Degree and Erasmus+ Mobility, Team Europe Approach and Extending the International Dimension of Erasmus Strengthening Cooperation with Strategic Global Partners.					
<b>Course Name: EGS1103 Holistic Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to Holistic Education Understanding Humanity in Holistic Education, Cognitive Development and Holistic Approach, Affective Development and Empathy Education, Psychomotor Development and Bodily Awareness, Spiritual Development and Values Education, Holistic Instructional Design, Holistic Assessment Methods, Social Skills and Collaborative Learning, Nature-Inclusive Education, Art, Music, and Creativity, Technology and Holistic Education, Trauma-Informed and Healing Education Approaches, Practical Applications in Holistic Education.					
<b>Course Name: EGS1104 Multicultural Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
What are culture, multiculturalism, and multicultural education?; The importance of culture for Education; The history of multicultural education approaches; Theoretical foundations of multiculturalism; Identity, belonging, and Education; Migration and Education; Multicultural teacher competencies; Methods and techniques for multicultural Education; Multiculturalism in education programs; Applications of social justice in Education; Multicultural classroom approaches; Preparing multicultural lesson plan					
<b>Course Name: EGS1105 Values And Civic Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The Values and Civic Education course is based on the Virtue-Value-Action framework of the Turkey Century Education Model and aims to develop both the personal character development of teacher candidates and their ability to instill values in students. The course addresses the concepts of virtue and values along with their philosophical foundations, enabling teacher candidates to integrate their theoretical knowledge with practical activities. Its content includes character development theories, value education approaches, moral reasoning processes, the synthesis of Turkish culture and universal values, value education in multicultural environments, and the teacher's capacity to serve as a role model.					
<b>Course Name: EGS1106 Educational Leadership</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Organization and Culture Concepts and Characteristics, General Characteristics of Educational Organizations, Concept of Leadership, Approaches to Leadership, Educational Leadership, Team Work in Educational Organizations, Characteristics and Leadership, Characteristics of Leaders in Educational Organizations, Strategies for Developing Leadership Skills					
<b>Course Name: EGS1107 Green Transformation and Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Green Transformation, Environmental Pedagogies, Sustainability and Environmental Justice (Climate Justice, Inclusion, Ethics), Green Content in Curriculum, Environmental Literacy Skills, Environmental Emotions, Ecological Transformations in Schools, Learning in Outdoor Environments, Use of Green Technology, From Local to Global: In Search of Environmental Problems and Future Climate Crises					
<b>Course Name: EGS1108 21st Century Skills in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to 21st Century Skills in Education, Theoretical Foundations of Critical Thinking and Pedagogical Implications, Analytical Thinking Processes and Educational Decision-Making Approaches, Developing Problem-Solving Skills in an Educational Context, Effective Communication Dynamics in the Teaching Profession, Culture of Cooperation and Team-Based Practices in Learning Environments, Flexibility, Adaptability and Openness to Change in Education, Self-Awareness and Emotional Intelligence Development, Reflective Teaching and Lifelong Professional Development, Integration of 21st Century Skills in the Educational Environment, Future Learning Environments and Teacher Roles, Development of Situation Analysis-Based Skills in Teaching Practices, Assessment Methods for 21st Century Skills in Education, Development Strategies.					
<b>Course Name: EGS1109 Drama in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
General information about the drama course, definition of drama and types of drama, warm-up, introduction, adaptation, attention exercises, warm-up, introduction, adaptation, attention exercises, general purposes of drama. Components of drama, group, participants, experiences, topic, structuring drama, warm-up, role-play, evaluation stages, components of dramatic fiction, techniques used in drama, the importance of using techniques in drama and the purposes of using techniques, improvisation and role playing, use of techniques in drama. Role reversal, teacher in the role, flashback, corridor					

of consciousness, hot chair, gossip circle, using drama as a method in education, writing a workshop. Homework: Writing a workshop related to the field, implementation of sample workshops.

<b>Course Name: EGS1110 Differentiation in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to Differentiated Instruction, Definition, Historical Development, Basic Concepts, Theoretical Foundations of Differentiated Education, Differentiation Approach in Turkey Century Education Model (Application Examples from Türkiye and the World), Student Identification According to Readiness, Interest and Learning Profiles, Content Differentiation, Process Differentiation, Enrichment Strategies, Support Strategies, Creating and Evaluating Flexible Groups					
<b>Course Name: EGS1111 Current Developments in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Change and Transformation Paradigms in Education, Digital Transformation and Educational Technologies, Artificial Intelligence and Data Analytics in Education, Education Policies and Reforms, Current Approaches in Learning Theories, Inclusive Education and Equity in Education, Environmental and Sustainable Education, Globalization and Multicultural Education in Education, Innovations and Professional Development in the Teaching Profession, Innovations in Evaluation and Measurement Methods in Education, Ethics and Social Responsibility in Education, Current Trends in School Management					
<b>Course Name: EGS1112 Gamification and Game-Based Learning in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to the concept of game, basic concepts, game history, game psychology, behavioral theorem, cycles and models, types of entertainment, players and rewards, individual and group games, game elements, mechanics and dynamics, game flow and motivation, game design and proposal, game design and proposal, game design and proposal, introduction to gamification, basic concepts, gamification models, gamification measurements, gamification of an educational activity, gamification of an educational activity.					
<b>Course Name: EGS1113 Curriculum Development in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to Curriculum and Curriculum Development, Fundamental Concepts of Curriculum, Curriculum Development Models, Analysis in the Curriculum Development Process, Curriculum Design, Implementation in the Curriculum Development Process, Curriculum Evaluation Models, Innovation and Updates in Curriculum, Ethical and Cultural Dimensions in Curriculum Development, The Impact of Educational Policies on Curriculum Development, Practices in Curriculum Development in Education					
<b>Course Name: EGS1114 Curriculum Literacy in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The concept of curriculum literacy, Basic components of curricula, Curriculum development approaches, Historical development of educational curricula in Türkiye, Curriculum analysis within the context of the Türkiye Century Maarif Model and educational policies, Curriculum analysis, Curriculum evaluation approaches, Curriculum differences, Curriculum literacy from the perspective of interdisciplinary approaches and lifelong learning, Development of curriculum literacy among pre-service teachers, Teacher contributions to curriculum development and revision processes, Developing a critical perspective on curricula.					
<b>Course Name: EGS1115 Project Development in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Concepts of Project and Project Development, Types of Projects in Education, Generation of Project Ideas and Problem Identification, Literature Review and Goal Setting, Writing the Originality (Innovative Value) Section, Method Selection and Activity Planning, Timeline and Resource Planning, Risk Analysis, Stakeholder and Collaboration Processes, Budget Planning, Writing the Project Report, Preparing the Project Presentation					
<b>Course Name: EGS1116 Socio- Emotional Development in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to Social and Emotional Development and Its Importance in Education, Social-Emotional Competencies within Developmental Theories, Self-Awareness: Identity, Emotional Recognition, and Student Reflection, Self-Management: Emotional Regulation and Goal Setting, Social Awareness: Empathy, Tolerance, Social Awareness: Cultural Sensitivity, Relationship Skills: Communication, Collaboration, and Conflict Resolution, Responsible Decision-Making: Ethics, Values, and Social Responsibility, Integrating Social-Emotional Learning (SEL) into Educational Environments, Creating a Supportive Socio-Emotional Climate in Classroom Management, Trauma-Informed Pedagogy and Psychological Safety in Schools, Positive Psychology and Strength-Based Approaches in Education, Providing Social-Emotional Support in Inclusive Education, The Future of Social-Emotional Development in Education.					
<b>Course Name: EGS1117 Artificial Intelligence in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course aims to introduce artificial intelligence by fostering an understanding of its fundamental concepts and algorithms. It explores the role of AI subfields such as machine learning, expert systems, and intelligent tutoring systems in education. Students analyze existing AI-supported educational applications and develop their own solutions. In addition, the course examines research on knowledge representation, learning models, and the use of AI in instructional processes. As part of the course, students are expected to design and evaluate an AI-based educational application individually or in groups. Through this process, they enhance their digital pedagogical competencies and become better prepared for the educational technologies of the future.					
<b>Course Name: EGS1118 Next-Generation Assessment Approaches in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to next-generation measurement and evaluation, Types of assessment: Traditional and next-generation, Introduction to next-generation questions: Definition, types, and examples, Principles of writing next-generation questions (scenario, table, graph, real-life connection), Evaluation of next-generation questions: Rubrics, checklists, AI-supported analysis, E-rubrics and automated scoring systems, AI-supported measurement and evaluation systems, Formative assessment tools, Authentic assessment and simulation-based practices, Adaptive test systems and personalized assessment, E-portfolio systems and digital storytelling, Digital assessment scenario presentation, Ethical use of assessment data and data security.					
<b>Course Name: EGS1119 Climate Change and Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to Climate Change, Global and Regional Impacts of Climate Change, Climate Change and Sustainable Development Goals, Climate Policies and Global Agreements, Environmental Impacts of Climate Change, Social Impacts of Climate Change, Economic Impacts of Climate Change, Climate Action and Education, Field Applications for Climate Action					

I, Field Applications for Climate Action II, Social Participation in Combating Climate Change, Climate Action and Individual Responsibilities, Current Research and Innovative Applications					
<b>Course Name: EGS1120 Inclusive Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to the course, course description, objectives and basic concepts, Definition, scope and importance of inclusive education, Philosophical, sociological and psychological foundations of inclusive education, Legal bases of inclusive education, Objectives, content and reflections of inclusive education on practice, Disadvantaged groups in inclusive education, Inclusive education and education of refugee children, Legal regulations on inclusive education in Türkiye, Research on inclusive education in the World, Research on inclusive education in Türkiye, Inclusive education approaches and practices, Classroom practices suitable for inclusive education programs, Inclusive leadership and classroom management, Inclusive assessment.					
<b>Course Name: EGS1121 Comparative Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Definition, scope and importance of comparative education, methods and approaches in comparative education, criteria used in comparing educational systems, social, cultural and economic factors affecting education, educational systems in developed countries, educational systems in developing countries, educational systems in the Far East, international educational evaluation systems, comparative analysis of Turkey's educational system.					
<b>Course Name: EGS1122 Advantages and Disadvantages of Education in Rural Areas</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Geographical, social and economic factors affecting education in Turkey; ways to meet the educational needs of children in rural and scattered settlements; bussed education, its advantages and disadvantages; regional boarding primary schools and their pros and cons; multigrade classroom teaching, the reasons for multigrade classrooms, foundations and forms of instruction in multigrade teaching; planning, classroom management and assessment activities in multigrade classrooms; the roles and responsibilities of teachers; multigrade teaching practices in the world.					
<b>Course Name: EGS1123 Volunteering in Crisis and Disaster Situations</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Definitions of crisis and disaster, concept of volunteering, disaster volunteering, NGOs, crisis communication, socio-emotional support, disaster education in schools, community solidarity, sustainable volunteerism models, practical examples.					
<b>Course Name: EGS1124 Micro Teaching</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Teaching principles, teaching strategies, teaching methods, teaching techniques, characteristics of micro teaching application, preparing an appropriate lesson plan and preparing a presentation accordingly.					
<b>Course Name: EGS1125 Museum Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
What is a museum? The relationship between museum, art, and culture; History of museology and museum education; Development of museology and museum education in Turkey and the world; Types of museums, museum-school collaboration; How to organize a productive museum visit; Teacher responsibilities in museums; Educational activities in museums for different fields and sample teacher plans.					
<b>Course Name: EGS1126 Out-of-School Learning Environments</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Out-of-school learning environments, Scope and Importance of Out-of-school Learning, Teaching Methods and Techniques Suitable for Out-of-school Learning Environments, Experiential Learning Theories and Theoretical Foundations, Museums, Types of Museums and Their Use as Educational Environments, The Pedagogical Role of Museums, Planning Museum Visits -Application-Evaluation, Planning Field Trips and Activities in Out-of-School Environments, Learning in Natural Environments, Science Centers and Experimental Learning, Use of Historical and Cultural Sites in Education, Guidance and Safety in Out-of-School Environments, Contribution of Out-of-School Activities to Students.					
<b>Course Name EGS1127 Instructional Design</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to instructional design, Overview of instructional design models, Student needs analysis and identification of learning objectives, Learner analysis and content analysis, Instructional methods and strategies, Instructional materials and learning environments, Assessment and evaluation components, Implementation example of the ADDIE Model, Technology integration in instructional design, Microteaching practices, Instructional design examples in different disciplines, Evaluation and feedback process in instructional design.					
<b>Course Name: EGS1128 Teaching Profession and Professional Ethics</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Definition and historical development of the teaching profession; the impact of current educational policies on the profession; professional competencies and teacher education systems; legal foundations and employment rights of the profession; digital platforms used by teachers and professional document management; challenges experienced before and after appointment; regional inequalities in education and cultural adaptation; communication skills and school climate; concepts of ethics and professional ethics; ethical dilemmas in teaching and decision-making processes.					
<b>Course Name: EGS1129 Robotic Coding</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course aims to explore the evolving nature of education in the era of digital transformation and to understand the integration of STEM (Science, Technology, Engineering, and Mathematics) approaches into educational environments. Participants will develop essential 21st-century skills such as digital literacy, algorithmic thinking, data-driven decision-making, and instructional practices based on robotics and coding. The course emphasizes the effective use of digital technologies, AI-supported tools, and educational robotics kits to foster interdisciplinary instructional design. Through hands-on workshops and project-based learning, participants will enhance both their pedagogical and technical competencies. Ultimately, teacher candidates and educators will be empowered to use technology not merely as a tool, but as a powerful pedagogical element that deepens and enriches learning experiences					
<b>Course Name: EGS1130 Sustainability Literacy and Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Sustainability 101: Basic Concepts, Long History of Unsustainability, Short History of Sustainability, Sustainable Development Goals, Environmental Sustainability, Economic Sustainability, Social Sustainability, Sustainable Citizenship, Sustainable Lifestyles, Sustainability-Based Educational Practices, Taking Action for a Sustainable Future, Student Project Presentation and Evaluation.					
<b>Course Name: EGS1131 History of Turkish Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Education and Educational History, Education in the Ancient Turks, Development of Turkish Education during the Islamic Period, Education in the Ottoman Empire, Education and Teaching in the Republic of Turkey					

<b>Course Name: EGS1132 Artificial Intelligence-Supported Instructional Design</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course covers both theoretical and practical topics focused on integrating instructional design theories with artificial intelligence (AI) technologies. It begins with an overview of instructional design models such as ADDIE, TPACK, and Universal Design for Learning (UDL), followed by exploration of how these models can be enhanced with AI-based systems. Core AI concepts relevant to education—including machine learning, natural language processing, recommendation systems, and learning analytics—are introduced. Participants engage with AI-powered educational tools like ChatGPT, Teachable Machine, and Canva Magic Write through hands-on activities. They develop lesson plans, instructional materials, and assessment tools utilizing these technologies. The course also addresses ethical, social, and pedagogical considerations in AI-supported teaching, promoting responsible and informed use of AI in education. By the end of the course, students are expected to design an AI-enhanced instructional project individually or in groups.					
<b>Course Name: EGS1133 Adult Education and Lifelong Learning</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Basic Concepts of Education, Basic Concepts of Adult Education, Andragogy, Self-Directed Learning, Transformative Learning Theory, Hetagogy, History of Adult Education, Development and Evaluation of Adult Education Program, Introduction to Lifelong Learning, Importance and Key Characteristics of Lifelong Learning, Lifelong Learning Competencies and 21st Century Skills, European Union and Turkey's Lifelong Learning Policies, Cultural and Social Dimensions of Lifelong Learning, Importance of Technology in Adult Education and Lifelong Learning.					
<b>Course Name: EGS1134 21st Century Literacy in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The Transformation of Literacy in the 21st Century and Its Role in Education, Literacy Approaches Grounded in Critical Thinking, Digital Literacy: The Role of Teachers in the Information Ecosystem, Media Literacy: Pedagogical Implications of Visual and Discourse Analysis, Visual Literacy: Image, Design, and Meaning-Making in Education, Information Literacy and the Use of Academic Resources, Financial Literacy: Economic Awareness from an Educator's Perspective, Cultural Literacy and Cultural Pluralism, Citizenship Literacy: Democratic Participation and Rights-Based Education, Ethical Literacy: Value-Based Teaching in the Digital Age, Integrating Multiliteracies Across Disciplines: Pedagogical Models and Practices, Literacy-Based Instructional Design in Education: Planning, Implementation, and Evaluation, The Future of 21st Century Literacies, Critical Reflections and Policy Perspectives.					
<b>Course Name: EGS1135 Alternative Schools</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Criticising and producing alternatives: Why do we need it and how do we do it?; Critical approaches to education; Theoretical information about alternative schools (definition, history, pioneers, etc.); Examples of alternative schools (Home School, Democratic School, Magnet School, Montessori School, Paideia School, Forest School, Reggio Emilia School, Contract School, etc.); Comparison of alternative school examples; Applicability of alternative school examples in Turkey; Producing ideas about alternative education and school that can be applied in Turkey.					
<b>Course Name: EGS1136 Educational Sociology</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course covers fundamental concepts, an introduction to the sociology of education, the history of the sociology of education, perspectives in the sociology of education, the functions of education, social structure and education, social differentiation and education, social classes and education, social mobility and education, family and education, school and education, school-community relations, social institutions and education, and social change and education.					
<b>Course Name: EGS1137 Educational Philosophy</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course aims to introduce the basic concepts of the philosophy of education and key philosophical movements. It approaches fundamental questions about education from a philosophical perspective. Throughout the course, major educational philosophies such as idealism, realism, and pragmatism are examined. Topics like educational aims, values, and knowledge are also discussed. Students are encouraged to understand the philosophical foundations of education and apply this understanding to their own teaching approaches.					
<b>Course Name: EGS1138 Turkish Education System and School Management</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The Turkish Education System and School Management course covers topics that are essential for a holistic understanding of the Turkish education system by examining its organizational structure, functioning, legal-political determinants and current issues. In addition, contemporary school management approaches are discussed through topics such as effective schools, instructional leadership, strategic management and psychological factors.					
<b>Course Name: EGS1139 Learning and Behavioral Problems in Children</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The concept and types of learning disabilities (dyslexia, dyscalculia, dysgraphia, etc.); attention deficit and hyperactivity disorder (ADHD); behavioral disorders (oppositional defiance, aggression, introversion); emotional problems and social adaptation; causes of problem behaviors; diagnostic processes; the role of family, teacher, and counselor; classroom intervention strategies; case studies; guidance and support mechanisms.					
<b>Course Name: EGS1140 Designing and Using Instructional Materials</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Effective learning environment, principles of material design, the importance of material usage, delivering effective presentations using materials					