



NEAR EAST UNIVERSITY
CENTER FOR EXCELLENCE IN EDUCATION
COMMON COURSES COORDINATION UNIT
COURSE SYLLABUS

Course Code	Course Title	Class	Credits	ECTS	Weekly Course Schedule		
GCC602	Education for Learning	(All PhD Students)	3	7.5			
Prerequisite: Non							
Language of Instruction: Turkish / English		Course Type: Compulsory general synchronous common course	Academic Year: 2025-2026		Semester: Fall / Spring		
Weekly Course Hours	Class Hour	Laboratory	Application	Learning Sessions			
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Course Coordinator: DOÇ.DR. İPEK MAAŞOĞLU Email: ipek.maasoglu@neu.edu.tr Website: https://odk.neu.edu.tr							
Learning Outcomes	<p>1. Module: Educational and Developmental Psychology</p> <ul style="list-style-type: none">• Explains learning and developmental processes in terms of cultural and contextual differences.• Applies theoretical approaches to educational problems.• Analyzes the strengths and weaknesses of developmental and learning theories.• Evaluates the methods and measurement tools used in educational research.• Designs a new model by integrating theoretical approaches in the literature.• Advocates for the importance of ethical principles in educational and developmental psychology.• Develops an open-minded attitude towards interdisciplinary approaches.• Demonstrates a critical and constructive perspective on current issues in the field.• Uses statistical software to analyze research data.• Conveys developmental and learning theories using audiovisual tools in academic presentations.• Creates innovative research designs for educational applications. <p>2. Module: Innovative Approaches in Education</p> <ul style="list-style-type: none">• Compares different innovative teaching methods.• Evaluates the impact of innovative approaches on education policies.• Designs an innovative teaching model in a specific educational context.• Generates original research questions regarding innovative approaches in education.• Develops innovative learning environments.• Develops a positive attitude towards the importance of innovative practices in education.• Adopts a critical and ethical perspective in innovative teaching processes.• Advocates for innovative practices that support diversity and inclusion in education.• Demonstrates academic curiosity about innovative interdisciplinary approaches.• Develops innovative teaching materials using digital tools.• Applies innovative instructional design on technological platforms.• Simulates innovative learning environments using research data.• Produces innovative teaching projects that comply with international standards. <p>3. Module: Preparing Course Content</p> <ul style="list-style-type: none">• Compares different course content design models.• Critically evaluates course content specific to a particular discipline.						

- Apply content design principles aligned with course learning outcomes.
- Develops innovative and interdisciplinary course content strategies.
- Designs original course content based on data obtained from academic research.
- Commits to ethical and scientific principles in course content development.
- Embraces creating course content responsive to the diverse needs of learners.
- Demonstrates an innovative and critical thinking attitude in course content development.
- Develops a positive approach to collaborative content development processes.
- Designs course content using instructional design software.
- Implements course content modules on digital platforms.
- Produces multimedia-supported course materials.
- Prepares course content presentations that comply with international standards.

4. Module: Planning In-class Activities

Analyzes theoretical models used in classroom activity planning.

- Compares different activity planning approaches.
- Evaluates the effects of student-centered activities on learning outcomes.
- Apply activity planning principles in line with a specific learning objective.
- Designs classroom activity strategies appropriate for interdisciplinary content.
- Develops original research proposals for innovative activity planning processes.
- Embraces consideration of student differences in activity planning.
- Demonstrates a positive attitude towards innovative and inclusive classroom activities.
- Demonstrates a commitment to ethical values in the activity planning process.
- Develops an academic approach that supports collaborative classroom activities.
- Creates classroom activity plans using digital design tools.
- Implements planned activities in the instructional environment.
- Measures the effectiveness of classroom activities with observation tools.
- Develops a classroom activity simulation using innovative instructional technologies.

5. Module: Classroom Management

- Analyzes classroom management theories and approaches.
- Compares different classroom management models.
- Evaluates the effects of classroom management strategies on the learning environment.
- Designs a classroom management plan appropriate for a specific educational context.
- Develops alternative solutions to classroom problems.
- Generates original research questions on innovative classroom management practices.
- Embraces inclusive and democratic values in classroom management.
- Demonstrates a positive attitude towards student-centered classroom management.
- Develops a classroom management approach that respects diverse cultural and individual differences.
- Demonstrates a fair classroom management approach based on ethical principles.
- Simulates classroom management processes using instructional technologies.
- Apply conflict resolution techniques to classroom scenarios.
- Prepares a classroom management plan on digital platforms.
- Implements innovative classroom management practices in different learning environments.

6. Module: Instructional Technologies and Materials Design

- Analyzes the theoretical foundations of instructional technologies.
- Compares different material design approaches.
- Evaluates the effects of instructional technologies on learning processes.
- Designs instructional materials for a specific learning outcome.
- Applies innovative material development strategies appropriate for interdisciplinary content.
- Generates original research questions in the field of instructional technologies.
- Embraces the effective and ethical use of instructional technologies.

- Develops a positive attitude toward innovative material design.
- Assumes responsibility in student-centered material development processes.
- Values material design that supports diversity and inclusivity.
- Embraces the effective and ethical use of instructional technologies.
- Develops a positive attitude toward innovative material design.
- Assumes responsibility in student-centered material development processes.
- Values material design that supports diversity and inclusivity.
- Develops instructional materials using digital tools.
- Implements multimedia-supported content in the instructional environment.
- Designs instructional materials using virtual and augmented reality applications.
- Produces innovative instructional technology products that comply with international standards.

7. Module: Flipped Learning

- Defines the fundamental concepts of the flipped learning model.
- Explains the pedagogical and theoretical foundations of the flipped learning approach.
- Applies the flipped learning model to plan student pre-lesson preparation and classroom interaction strategies.
- Analyzes student achievement and interaction data in flipped learning applications.
- Evaluates and compares the effectiveness of the flipped learning model in different teaching scenarios.
- Develops a flipped learning-based instructional design for a new course or module.
- Shows interest in the effects of flipped learning on student motivation and engagement.
- Recognizes and embraces the value of flipped learning strategies in education.
- Embraces the values that support flipped learning in ethical and effective teaching practices.
- Prioritizes student-centered approaches during flipped learning applications.
- Consistently applies the flipped learning model in one's academic and teaching approach.
- Demonstrates classroom activities using flipped learning materials (video, interactive content).
- Implement flipped learning strategies through small group work and simulations.
- Independently and accurately apply flipped learning practices in academic and research environments.

8. Module: Assessment and Evaluation

- Ölçme ve değerlendirme kavramlarını tanımlar.
- Farklı ölçme ve değerlendirme yöntemlerini açıklar.
- Ders içi ve ders dışı ölçme araçlarını uygular.
- Ölçme ve değerlendirme verilerini analiz eder.
- Farklı değerlendirme yöntemlerinin etkinliğini değerlendirir ve karşılaştırır.
- Yeni bir ders veya modül için ölçme ve değerlendirme stratejileri tasarlar.
- Ölçme ve değerlendirme süreçlerinin öğrenci motivasyonu ve katılımı üzerindeki etkilerine ilgi gösterir.
- Ölçme ve değerlendirme uygulamalarında etik ve akademik değerleri benimser.
- Ölçme ve değerlendirme süreçlerini organize eder ve önceliklendirme yapar.
- Kendi akademik ve öğretim yaklaşımında ölçme ve değerlendirme stratejilerini tutarlı bir şekilde uygular.
- Ölçme ve değerlendirme materyallerini (anket, test, performans görevleri) kullanarak uygulamalı olarak gösterir.
- Ölçme ve değerlendirme stratejilerini simülasyon ve araştırma ortamlarında uygular.
- Ölçme ve değerlendirme uygulamalarını bağımsız, hatasız ve akademik mükemmeliyetle uygular.

9. Module: Ubiquitous Learning

- Defines the concepts of ubiquitous learning and accessible learning.
- Explains different learning environments and technologies.
- Implements tools that support student learning in different places and times.
- Analyzes data and feedback on accessible learning applications.
- Evaluates and compares the effectiveness of different learning environments.
- Designs ubiquitous learning strategies for a new course or module.
- Shows interest in the effects of ubiquitous learning applications on student motivation and engagement.

	<ul style="list-style-type: none"> • Embraces ethical and academic values in accessible learning processes. • Organizes and prioritizes accessible learning processes. • Consistently applies accessible learning strategies in one's academic and teaching approach. • Demonstrates using ubiquitous learning materials (mobile, online platforms, interactive content). • Applies ubiquitous learning strategies in simulation and research environments. • Implements ubiquitous learning applications independently, accurately, and with academic excellence. <p>10. Module: Research Process and Ethics in Education</p> <ul style="list-style-type: none"> • Explains different research methods and designs. • Applies data collection and analysis techniques during the research process. • Analyzes and interprets research findings. • Evaluates and compares the effectiveness of research methods and ethical practices. • Develops a scientific and ethical design for a new research project. • Shows interest in the effects of the research process on student and academic behavior. • Embraces ethical and academic values in research. • Organizes and prioritizes research processes. • Consistently applies research and ethical practices within one's academic approach. • Demonstrates practical application of research materials and tools. • Applies research processes through simulations and fieldwork. • Applies research practices independently, accurately, and with academic excellence. 												
Course Description	<p>The Education for Learning course aims to equip students with the skills to plan, implement, and evaluate teaching and learning processes using scientific, ethical, and innovative approaches. The course provides theoretical knowledge and practical experience on a wide range of topics, from theories of educational and developmental psychology to course content development, classroom management, instructional technologies, flipped learning, measurement and evaluation, ubiquitous learning, and research processes and ethical practices in education. Within the course, students will analyze and apply educational and developmental psychology theories to instructional processes, design innovative and interdisciplinary teaching models, develop course content from a critical and ethical perspective, plan and implement classroom activities, design and implement measurement and evaluation processes, utilize accessible learning strategies in diverse learning environments, and implement research practices that adhere to scientific and ethical standards. This course aims to equip students with the skills to generate innovative solutions in instructional design, develop critical and creative approaches using research data, design digital and multimedia-supported materials and activities, and use instructional technologies effectively and ethically. By the end of the course, students will be able to produce academic and practical projects as independent, critical, innovative, and ethical instructional designers.</p>												
Course Objectives	<p>This course aims to equip students with the skills to plan, implement, and evaluate educational and training processes using scientific, ethical, and innovative approaches. By integrating theory and practice, the course aims to develop students' critical, creative, and independent thinking skills.</p> <p>In this course, students will:</p> <ul style="list-style-type: none"> • Analyze and apply educational and developmental psychology theories to their teaching processes. • Design innovative and interdisciplinary teaching models. • Prepare course content from a critical and ethical perspective. • Implement student-centered classroom management and activity planning. • Use instructional technologies and digital tools effectively and ethically. • Design, implement, and analyze assessment and evaluation processes. • Design effective learning environments using ubiquitous/accessible learning strategies. • Conduct research in education in accordance with scientific and ethical standards. • Produce critical, creative, and independent projects in academic and research environments. 												
Textbooks and/or References	<table border="1"> <tr> <td data-bbox="365 1203 409 1230">1</td> <td data-bbox="409 1203 1957 1230">Díaz-Burgos, A. (2025). <i>Reviews in educational psychology: A systematic review of reviews in Frontiers in Psychology (2010–2024)</i>. <i>Frontiers in Psychology</i>.</td> </tr> <tr> <td data-bbox="365 1230 409 1257">2</td> <td data-bbox="409 1230 1957 1257">Gopalan, C. (2024). Exploring educational transformations through the flipped classroom. <i>Advances in Physiology Education</i>.</td> </tr> <tr> <td data-bbox="365 1257 409 1284">3</td> <td data-bbox="409 1257 1957 1284">Robinson, D., & Wainer, H. (2023). It's just an observation: On the quality continuum in educational psychology. <i>Educational Psychology Review</i>, 35.</td> </tr> <tr> <td data-bbox="365 1284 409 1311">4</td> <td data-bbox="409 1284 1957 1311">Kurrle, L. M. (2025). Teacher well-being—A conceptual systematic review for schoolteachers and early childhood educators. <i>Educational Psychology Review</i>, 34(4), 2919–2969.</td> </tr> <tr> <td data-bbox="365 1311 409 1366">5</td> <td data-bbox="409 1311 1957 1366">Hillingdon Educational Psychology Service. (2024, Dec 16). 'Early intervention is best': how educational psychology is supporting Hillingdon schools to be more inclusive. <i>The Guardian</i>.</td> </tr> <tr> <td data-bbox="365 1366 409 1394">6</td> <td data-bbox="409 1366 1957 1394">Baig, M. I. (2023). Flipped classroom in higher education: A systematic literature review. <i>International Journal of Educational Technology in Higher Education</i>.</td> </tr> </table>	1	Díaz-Burgos, A. (2025). <i>Reviews in educational psychology: A systematic review of reviews in Frontiers in Psychology (2010–2024)</i> . <i>Frontiers in Psychology</i> .	2	Gopalan, C. (2024). Exploring educational transformations through the flipped classroom. <i>Advances in Physiology Education</i> .	3	Robinson, D., & Wainer, H. (2023). It's just an observation: On the quality continuum in educational psychology. <i>Educational Psychology Review</i> , 35.	4	Kurrle, L. M. (2025). Teacher well-being—A conceptual systematic review for schoolteachers and early childhood educators. <i>Educational Psychology Review</i> , 34(4), 2919–2969.	5	Hillingdon Educational Psychology Service. (2024, Dec 16). 'Early intervention is best': how educational psychology is supporting Hillingdon schools to be more inclusive. <i>The Guardian</i> .	6	Baig, M. I. (2023). Flipped classroom in higher education: A systematic literature review. <i>International Journal of Educational Technology in Higher Education</i> .
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7	Qi, P., Jumaat, N. F. B., Abuhassna, H., & Ting, L. (2024). A systematic review of flipped classroom approaches in language learning. <i>Contemporary Educational Technology</i> , 16(4), ep529.
8	Galindo-Domínguez, H. (2025). A critical systematic review of the impact of the flipped classroom. <i>Education Sciences</i> , 4(2), 22.
9	Dan, L. (2024). A bibliometric review of flipped classroom approaches for enhanced student language learning. <i>Contemporary Educational Technology</i> .
10	Namaziandost, E. (2025). Integrating flipped learning in AI-enhanced language instruction. <i>Procedia Computer Science</i> .
11	Whatfix. (2023, May 12). <i>8 effective instructional design models in 2025</i> . Whatfix Blog. (ADDIE, Bloom's Taxonomy, etc.)
12	CloudShare. (2024, Jun 4). <i>7 essential types of instructional design to use in 2024</i> . CloudShare Blog.
13	Tulsiani, R. (2024). Top instructional design trends to watch for in 2024. <i>Medium</i> .
14	Allman, B. (2024). Trends and topics in educational technology, 2024 edition. <i>Educational Technology Research and Development</i> .
15	Stanford Report. (2024, Feb 14). How technology is reinventing K–12 education. <i>Stanford Report</i> .
16	Loyola University–Keane, Ed.d. (2024, Dec 18). Unlocking the future of education: The transformative potential of learning design & technology. <i>Loyola University Maryland Blog</i> .
17	Levy-Feldman, I. (2025). The role of assessment in improving education and society. <i>Education Sciences</i> , 15(2), 224.
18	Richardson, J. (2024). Learner assessment and program evaluation: Supporting educational effectiveness. <i>Medical Education</i> .
19	Vlachopoulos, D. (2024). A systematic literature review on authentic assessment in higher education. <i>Studies in Educational Evaluation</i> .
20	Liu, Y. (2024). Utilizing ubiquitous learning to foster sustainable skills in rural schooling in the 6G generation. <i>Computers & Education</i> .
21	Abayeva, G. A. (2023). A cross-database bibliometric analysis of ubiquitous learning trends, influences, and future directions. <i>Contemporary Educational Technology</i> .
22	Wadatan, R. (2024). Effects of a team-based ubiquitous learning model on creative problem-solving abilities. <i>Cogent Education</i> .
23	Wuttiphan, N. (2025). Designing a ubiquitous learning environment to enhance skills: A developmental study. <i>Computers & Education</i> .
24	Zeng, Y., & Su, Q. (2024). The development trend of ubiquitous learning in the age of new media. <i>Journal of Education and Educational Research</i> , 8(2), 120–130.
25	Yan, L., Sha, L., Zhao, L., et al. (2023). Practical and ethical challenges of large language models in education: A systematic scoping review. <i>arXiv preprint</i> .
26	Gao, R., Merzdorf, H. E., Anwar, S., et al. (2023). Automatic assessment of text-based responses in post-secondary education: A systematic review. <i>arXiv preprint</i> .
27	Bulut, O., Beiting-Parrish, M., Casabianca, J. M., et al. (2024). The rise of artificial intelligence in educational measurement: Opportunities and ethical challenges. <i>arXiv preprint</i> .
28	Poulou, M. S., Reddy, L. A., Dudek, C. M., & Lekwa, A. J. (2024). How teachers' instructional and behavior management practices relate to students' emotional and behavioral difficulties following teachers' observations and performance feedback: An initial study of Greek classrooms. <i>European Journal of Psychology and Educational Research</i> , 7(4), 207–223. https://doi.org/10.12973/ejper.7.4.207
29	Putra, E. (2025). The impact of classroom management on student achievement: A meta-analysis. <i>Journal of Educational Psychology & Teaching Practice</i> .
30	Saha Progga, R. R. (2025). Effective classroom management techniques: A review. <i>Unpublished review via ResearchGate</i> . Bu çalışma, öğrenci motivasyonunun artırılması, net kuralların belirlenmesi, güçlü öğretmen-öğrenci ilişkilerinin kurulması ve kültürel çeşitliliğe duyarlı uygulamalar gibi kanıta dayalı stratejileri vurgulamaktadır.
31	Macias, O. (2024). Navigating post-pandemic student behavior: Strategies for teachers and school administrators. <i>Association of California School Administrators Blog</i> . Bu kaynakta, adil ve tutarlı sınıf kuralları oluşturulması ve öğrencilerin bu kurallara katılımının artırılması önerilmektedir.
32	He, D. (2024). The impact of teachers' classroom behavior management strategies on students' learning behavior in art education: A mixed-methods study. <i>Curriculum Studies Review</i> . Bu araştırma, öğretmen geri bildirim, öğrenci-öğretmen ilişkileri ve beyaz tahtanın etkili kullanımı gibi bileşenlerin, öğrenme davranışı üzerinde pozitif etkisi olduğunu göstermektedir.
33	<i>Edutopia</i> (2025, Nisan 25). Eight small but impactful classroom management shifts. Bu makalede, öğrenciyle kapıda samimi karşılaşmalar, elektronik cihazların sınırlandırılması ve dikkat dağıtıcı oyuncakların kullanımının azaltılması gibi düşük-yoğunluklu stratejiler sunulmaktadır.
34	Putra yoksa He olarak düzeltilir. Yandex.
35	McDonald, T. (2025). <i>Behaviour expert's old-school 'script' for classroom law and order</i> . <i>The Daily Telegraph</i> . Victorian tarzı sıra düzeniyle oturma, öğrenci dikkatini ve öğretmen kontrolünü artırmada etkili bir yöntem olarak önerilmektedir.
36	<i>Education Week</i> (2024, Mayıs 13). Better classroom management can't wait: How to make changes now. Öğretmenlerin sözel olmayan davranışlar, spesifik övgüler ve veli iş birliği gibi pozitif etkileşim stratejileri kullanmaları önerilmektedir.
37	Chow, J. C., Sayers, R., Fu, Y., Granger, K. L., McCullough, S., Kingsbery, C., & Morse, A. (2023). A systematic meta-review of measures of classroom management in school settings. <i>Assessment for Effective Intervention</i> . Advance online publication. https://doi.org/10.1177/15345084231208671
38	Fan, H., Chen, G., Wang, X., & Peng, Z. (2024). <i>LessonPlanner: Assisting novice teachers to prepare pedagogy-driven lesson plans with large language models</i> . arXiv. https://arxiv.org/abs/2408.01102
39	Karpouzis, K., Pantazatos, D., Taouki, J., & Meli, K. (2024). <i>Tailoring education with GenAI: A new horizon in lesson planning</i> . arXiv. https://arxiv.org/abs/2403.12071

	40	Khan, F., Siraj, S., & Ilyas, M. (2024). Effect of lesson planning on academic performance: Evidence from the elementary-level classroom. <i>Journal of Educational Research</i> . https://www.researchgate.net/publication/379760117_Effect_of_Lesson_Planning_on_Academic_Performance_Evidence_from_the_Elementary_Level_Classroom
	41	Leek, J. (2024). Navigating the power of time in classroom practices. <i>Educational Psychologist</i> . Advance online publication. https://doi.org/10.1080/00131911.2024.2438878
	42	Li, X. (2024). A systematic literature review of playful learning in primary education. <i>Journal of Early Childhood Research</i> . Advance online publication. https://doi.org/10.1080/03004279.2024.2416954
	43	Sánchez-García, R., & Reyes-de-Cózar, S. (2025). Enhancing project-based learning: A framework for optimizing structural design and implementation—a systematic review with a sustainable focus. <i>Sustainability</i> , 17(11), 4978. https://doi.org/10.3390/su17114978
	44	Sulla, F. (2023). A systematic review of teachers' support in socially shared regulatory learning (SSRL). <i>Frontiers in Psychology</i> , 14, 1208012. https://doi.org/10.3389/fpsyg.2023.1208012
	45	Abuadas, M. (2025). <i>The impact of an AI-focused ethics education program on nursing students' AI ethical awareness, moral sensitivity, attitudes, and generative AI adoption intention: A quasi-experimental study</i> . <i>International Journal of Nursing Education</i> . [PMC, quasi-experimental findings]
	46	Adjovi, I. S. M. (2025). A worldwide itinerary of research ethics in science for a better social responsibility and justice: A bibliometric analysis and review. <i>Frontiers in Research Metrics and Analytics</i> , 10, Article 1504937.
	47	Golding, J. (2024). Ethical issues in researching higher education teaching: Privacy, informed consent, insider research, and power relationships. <i>Education in Research</i> , 4(3), Article 74.
	48	Grigis, A., Beretta, G., Borry, P., & Sanchini, V. (2025). Vulnerability in research ethics: A systematic review of policy guidelines and documents. <i>PLoS ONE</i> , 20(7), e0327086. https://doi.org/10.1371/journal.pone.0327086
	49	Nollett, C. (2024). Public involvement and engagement in scientific research and higher education: Norms and practices. <i>Studies in Higher Education</i> , 49(1), 87–105.
	50	Siddiq, F. (2024). Towards a code of ethics for using technology-enabled data and related analytical approaches (TEDRAA) in education. <i>Ethics and Information Technology</i> . Advance online publication.
	51	Tormey, R., Bellocchi, A., Bøgelund, P., Lönngren, J., Murzi, H., & Polmear, M. (2025). Emotions in engineering ethics education: Systematic review and ways forward. <i>Science and Engineering Ethics</i> , 31(4), Article 21. https://doi.org/10.1007/s11948-025-00543-2
	52	Wiese, L. J. (2025). AI ethics education: A systematic literature review. <i>Computers & Education: Artificial Intelligence</i> . Advance online publication.
	53	Fromm, Y. M. (2025). Best practices for conducting systematic reviews: Identifying ethical considerations and collaborations. <i>Instructional Science</i> . Advance online publication.
	54	BERA (British Educational Research Association). (2024). <i>Ethical Guidelines for Educational Research</i> (5th ed.). London, UK: BERA.
Course Content	<p>Educational and Developmental Psychology: In this module, students will familiarize themselves with fundamental theories in educational and developmental psychology and examine the effects of learning and developmental processes in different contexts and cultures. They will apply theoretical approaches to educational problems and learn how to optimize learning processes based on individual differences. They will also analyze the strengths and weaknesses of developmental and learning theories and discuss the impact of ethical principles on educational processes. They will analyze research data with statistical software and convey theoretical knowledge in academic presentations using audiovisual tools.</p> <p>Innovative Approaches in Education: Students will examine innovative teaching methods and their theoretical foundations in education, compare different methods, and evaluate their impact on educational policies. They will design innovative teaching models within a specific educational context, generate research questions, and develop innovative learning environments. They will produce teaching materials using digital tools, design projects applicable to technological platforms, and produce teaching projects that comply with international standards.</p> <p>Course Content Preparation: In this module, students will analyze theoretical approaches used in course content preparation and compare different content design models. They will develop interdisciplinary and innovative content strategies and apply content design principles aligned with learning outcomes. Designs original course content using data obtained from academic research and adheres to ethical and scientific principles. Produces multimedia-supported course materials on digital platforms and prepares content presentations that comply with international standards.</p> <p>Classroom Activity Planning: Students analyze theoretical models used in classroom activity planning, compare different activity planning approaches, and evaluate the effects of student-centered activities on learning outcomes. They adhere to ethical values during the activity planning process and develop inclusive and innovative strategies. They plan activities using digital design tools and implement them in the learning environment, measuring their effectiveness with observational tools.</p> <p>Classroom Management: Students analyze classroom management theories and models and evaluate their impact on the learning environment. They develop an inclusive, democratic, and student-centered approach to classroom management. They generate solutions to classroom problems and adhere to ethical principles. They simulate classroom management processes using instructional technologies, apply conflict resolution techniques, and implement innovative classroom management practices in different learning environments.</p> <p>Instructional Technologies and Material Design: Students learn the theoretical foundations of instructional technologies and compare different material design approaches. They evaluate the effects of instructional technologies on learning processes and apply interdisciplinary and innovative material development strategies. They design instructional</p>	

	<p>materials using digital tools, multimedia, virtual, and augmented reality applications. They produce materials and products that meet international standards, assume responsibility for student-centered processes, and support diversity and inclusion.</p> <p>Flipped Learning: Students learn the pedagogical and theoretical foundations of the flipped learning model. They plan pre-lesson preparation, classroom interaction, and student engagement strategies. They analyze flipped learning practices and evaluate their effectiveness in different scenarios. Students develop flipped learning-based instructional designs, implement strategies to increase motivation and engagement, and embrace ethical values.</p> <p>Assessment and Evaluation: Students learn the fundamental concepts of assessment and evaluation, apply in-class and out-of-class assessment tools, analyze and compare the effectiveness of different assessment methods, design assessment and evaluation strategies, and utilize data collection and analysis techniques. They independently conduct assessment and evaluation processes in accordance with academic and ethical standards.</p> <p>Ubiquitous Learning : Students recognize the concepts of ubiquitous learning and accessible learning, analyze different learning environments and technologies, implement tools that support student learning in different places and times, and analyze data and feedback. They design learning strategies anywhere and learn to apply them in simulation or research environments.</p> <p>Research Processes and Ethics in Education: Students learn the concepts of research and ethics in education. They apply different research methods and utilize data collection and analysis techniques. They interpret research findings and develop scientific and ethical designs for new research projects. They organize research processes and implement them independently with academic excellence.</p>			
<p>Methods to be Used in the Course: Lecture and discussion, Case studies, Literature review and presentation, Comparative analysis studies, Project-based learning, Simulation with digital tools, Design-focused activity, Workshop, Academic mentoring, Role plays, Feedback sessions, Scenario-based learning, Simulation and modeling, Pre-course material preparation and discussion, Small group work, Applied test development, Data analysis studies, Use of online learning platforms, Mobile learning applications, E-portfolio, Research projects, Data collection and analysis applications, Ethical discussion sessions</p>				
HAFTA LIK DERS PLANI			Teaching Staff	Reference/Source
Modül	27 SEPTEMBER 2025	Module Title and Details	ASSOC. PROF. DR. İPEK MAAŞOĞLU ipek.maasoglu@neu.edu.tr	Course Introduction Video
1	4 OCTOBER 2025	Educational and Developmental Psychology	ASSIST. PROF. DR. FAİZA IQBAL faiza.igbal@neu.edu.tr	1,2,3,4,5
2	11 OCTOBER 2025	Innovative Approaches in Education	PROF.DR.ENGINBAYSEN engin.baysen@neu.edu.tr	6,7,8,9,10
3	18 OCTOBER 2025	Preparing Course Content	AYŞE ÖZTOPRAK ayse.oztoprak@neu.edu.tr	11,12,13

4	25 OCTOBER 2025	Planning In-class Activities	ASSOC. PROF.DR. FATMA MIRALAY fatma.miralay@neu.edu.tr	37,38,39,40,41,42,43,44
5	1 NOVEMBER 2025	Planning In-class Activities	ASSOC. PROF. DR. SEÇİL BESİM AYHAN secil.besim@neu.edu.tr	37,38,39,40,41,42,43,44
6	22 NOVEMBER 2025	Classroom Management	ASSIST. PROF.DR. NUKET GÜNDÜZ nuket.gunduz@neu.edu.tr	28,29,30,31,32,33,34,35,36
7	29 NOVEMBER 2025	Instructional Technologies and Materials Design	PROF. DR. HÜSEYİN BİCEN huseyin.bicen@neu.edu.tr	14,15,16
8	6 DECEMBER 2025	Flipped Learning	PROF. DR. GÜLSÜM AŞIKSOY gulsum.asiksoy@neu.edu.tr	11,12,13
9	13 DECEMBER 2025	Assessment and Evaluation	ASSOC.PROF.DR. FATMA KÖPRÜLÜ fatma.koprulu@neu.edu.tr	17,18,19
10	20 DECEMBER 2025	Ubiquitous Learning	PROF.DR. FEZİLE ÖZDAMLI fezile.ozdamli@neu.edu.tr	20,21,22,23,24,25

11	27 DECEMBER 2025	Research Process and Ethics in Education	ASSIST PROF. DR. FUNDA GEZER FASLI funda.fasli@neu.edu.tr	45,46,47,48,49,50,51,52,53,54
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Assessment Breakdown:			Evaluation out of 100 points	Reference/ Source
	Modul			
		Assessment and Evaluation Methods	Writing an essay with reviewing of research articles related to education and developmental psychology (% 10)	10 1,2,3,4,5
1	Educational and Developmental Psychology		Online quiz	10 6,7,8,9,10
2	Innovative Approaches in Education		In-class pen and pencil quiz based on the power point lecture notes and the lecture discussions. (% 10)	10 11,12,13
3	Preparing Course Content		Assignment 10% based on the power point lecture notes and discussions	10 37,38,39,40,41,42,43,44
4	Planning In-class Activities		Quiz will be held at the end of the course	10 37,38,39,40,41,42,43,44
5	Classroom Management		Designing the course according to flipped classroom model (%5) Preparing a report regarding flipped learning (%5)	10 28,29,30,31,32,33,34,35,36
6	Instructional Technologies and Materials Design		Designing the course according to flipped classroom model (%5) Preparing a report regarding blended learning (%5)	10 14,15,16
7	Flipped Learning		Quiz will be held during the course & Assignment (-Field literature review discussing the comparison of new and classical evaluation methods. - Report on advantages and disadvantages of measurement and evaluation tools.)	10 11,12,13
8	Assessment and Evaluation		Evaluation of the projects. Developing instructional mobile application (10%)	10 17,18,19
9	Ubiquitous Learning		Pre-lesson online Questions (5%) In-class proposal evaluation (5%)	10 20,21,22,23,24,25
10	Research Process and Ethics in Education		Writing an essay with reviewing of research articles related to education and developmental psychology (% 10)	10 37,38,39,40,41,42,43,44

Learning Program

Learning Program	Amount	Student Work Load (Hours)	Educational Tool	Amount	
					14,15,16
Educational Tool					11,12,13
Pre-Lesson Preparation	12	12*2=24			17,18,19
Exam	3	3*1=3			
Exam Preparation	3	3*10=30			
Classroom Activities	10	10*3=30			
Homework and Projects	10	10*6=60			
Literature Review	5	5*4=20			
Design Development	9	9*5=45			
Material Development	2	2*5=10	Total		222

		Recommended ECTS Credit (Total Hours / 30):	$222/30 = \sim 7.5$