



T.C.

SIVAS CUMHURİYET UNIVERSITY  
FACULTY OF EDUCATION



**UNDERGRADUATE  
PROGRAM IN ART AND  
DESIGN EDUCATION**

SIVAS, 2022

## UNDERGRADUATE PROGRAM IN ART AND DESIGN EDUCATION

1st SEMESTER						2nd SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Introduction to Education	2	0	2	3	MB	Educational Psychology	2	0	2	3
MB	Educational Philosophy	2	0	2	3	MB	Sociology of Education	2	0	2	3
GK	Atatürk's Principles and Revolutionary History 1	2	0	2	3	GK	Atatürk's Principles and Revolutionary History 2	2	0	2	3
GK	Foreign Language 1	2	0	2	3	GK	Foreign Language 2	2	0	2	3
GK	Turkish Language 1	2	0	2	3	GK	Turkish Language 2	2	0	2	3
GK	Career Planning and Development	1	0	1	2	GK	Non-Common Field Elective Course 1	2	0	0	0
AE	Basic Design 1	3	2	4	6	AE	Introduction to Art History	2	0	2	3
AE	Pattern 1	1	2	2	4	AE	Basic Design 2	4	2	5	7
AE	Perspective	1	2	2	3	AE	Pattern 2	1	2	2	5
Total		16	6	19	30	Total		19	4	19	30

3rd SEMESTER						4th SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	School Experience 1	1	4	3	8	MB	Teaching Principles and Methods	2	0	2	3
MB	Elective 1	2	0	2	3	MB	Elective 2	2	0	2	3
GK	Elective 1	2	0	2	3	GK	Non-Common Field Elective Course 2	2	0	0	0
AE	Main Art Workshop 1	3	2	4	8	AE	Main Art Workshop 2	3	2	4	7
AE	Elective Art Workshop 1	1	2	2	5	AE	Elective Art Workshop 2	1	2	2	5
AE	Elective 1	2	0	2	3	AE	Elective 2*	1	2	2	5
						AE	Pattern 3	1	2	2	4
						AE	Artistic Development in Children	2	0	2	3
Total		11	8	15	30	Total		12	2	11	30

5th SEMESTER						6th SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Measurement and Evaluation	3	0	3	4	MB	School Experience 2	1	4	3	8
MB	Classroom Management	2	0	2	3	MB	Turkish Education System and School Management	2	0	2	3
MB	Elective 3	2	0	2	3	MB	Elective 4	2	0	2	3
GK	Community Service Practices	1	2	2	3	GK	Elective 2	2	0	2	3
AE	Elective 3	2	0	2	3	AE	Elective 4	2	0	2	3
AE	Main Art Workshop 3	3	2	4	7	AE	Main Art Workshop 4	3	2	4	6
AE	Elective Art Workshop 3	1	2	2	4	AE	Elective Art Workshop 4	1	2	2	5
AE	Theoretical Development of Visual Arts	2	0	2	3						
Total		18	6	21	30	Total		13	8	17	30

7th SEMESTER						8th SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Teaching Practice 1	2	6	5	10	MB	Teaching Practice 2	2	6	5	10
MB	Special Education and Inclusion	3	0	3	4	MB	Guidance in Schools	2	0	2	3
MB	Research Methods in Education	2	0	2	3	GK	Elective 4	2	0	2	3
GK	Elective 3	2	0	2	3	AE	Main Art Workshop 6	4	2	5	8
AE	Art Education Technologies and Material Development	2	0	2	2	AE	Elective Art Workshop 6	2	2	3	6
AE	Main Art Workshop 5	3	2	4	5						
AE	Elective Art Workshop 5	1	2	2	3						
Total		15	10	19	30	Total		12	10	16	30

Fields	T	P	C	ECTS	TOTAL HOURS	PERCENTAGE
Professional Knowledge (MB)	38	20	48	86	58	33
General Culture (GK)	26	2	23	35	28	16
Field Education (AE)	52	38	72	119	90	51
Total	116	60	143	240	176	100

- In the 4th Semester, selections will be made from the AES Applied Courses.

# ART AND DESIGN EDUCATION UNDERGRADUATE PROGRAM

## COURSE CONTENTS

1st SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Introduction to Education	2	0	2	3
MB	Educational Philosophy	2	0	2	3
GK	Atatürk's Principles and Revolutionary History 1	2	0	2	3
GK	Foreign Language 1	2	0	2	3
GK	Turkish Language 1	2	0	2	3
GK	Career Planning and Development	1	0	1	2
AE	Basic Design 1	3	2	4	6
AE	Pattern 1	1	2	2	4
AE	Perspective	1	2	2	3
Total		16	6	19	30

<b>MB</b>	<b>Introduction to Education (2-0-2-3)</b>
<p>Basic concepts related to education and instruction; aims and functions of education; the relationship of education with other fields and sciences; the legal, social, cultural, historical, political, economic, philosophical, and psychological foundations of education; methodology in educational sciences; school and classroom as an education and learning environment; the teaching profession and current developments in teacher training; and trends in education in the twenty-first century.</p>	
<b>MB</b>	<b>Philosophy of Education (2-0-2-3)</b>
<p>Core themes and problem areas of philosophy; the philosophy of being (ontology), knowledge (epistemology), ethics/values, and their relation to education; fundamental philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytic philosophy) and education; educational philosophies and movements (perennialism, essentialism, progressivism, existentialist education, critical/radical education); educational views of various philosophers in the Islamic world and the West (Plato, Aristotle, Socrates, J. Dewey, Ibn Sina, Farabi, J. J. Rousseau, et al.); human nature, individual differences, and education; education from the perspective of certain political and economic ideologies; intellectual currents influential in the modernization process of Turkey and their views on education; and the philosophical foundations of the Turkish education system.</p>	
<b>GK</b>	<b>Atatürk's Principles and History of Turkish Revolution 1 (2-0-2-3)</b>
<p>The internal and external causes leading to the collapse of the Ottoman Empire; reform movements in the Ottoman Empire during the 19th century; the intellectual currents of the Ottoman Empire's final period; the political and military status of the Ottoman Empire at the beginning of the 20th century; World War I and the Armenian Question; the occupation of Anatolia and the ensuing reactions; Mustafa Kemal Pasha's arrival in Samsun and his activities; the period of congresses and organization; the opening of the last Ottoman Parliament of Deputies and the acceptance of the National Pact (Misak-ı Milli); the preparation for the National Struggle and its material and spiritual foundations; the opening of the Turkish Grand National Assembly (TBMM) and its activities; the Treaty of Sèvres; the struggles on the Southern and Eastern Fronts; the establishment of the regular army, the Greek offensive, and the battles on the Western Front; the signing of the Armistice of Mudanya, the convocation of the Lausanne Conference, and the signing of the Peace Treaty.</p>	

<b>GK</b>	<b>Foreign Language 1 (2-0-2-3)</b>
<p>Present Continuous and Simple Present Tense; speaking, reading, writing, and listening skills within the context of these tenses; speaking skills cover self-introduction, describing a person/place, giving directions, and question and answer patterns for personal information; reading skills include reading lists/labels, asking questions in contexts such as restaurants, public transport (bus/train, etc.), and shopping areas; writing skills involve writing short messages, creating poster content, and filling out forms; and listening skills focus on following directions, and understanding descriptions of places/people, etc.</p>	
<b>GK</b>	<b>Turkish Language 1 (2-0-2-3)</b>
<p>Fundamental characteristics of written language and written communication; key differences between written and spoken language. Expression (Written and Oral Expression; Subjective Expression, Objective Expression); Paragraph (Paragraph types: Introduction, Development, and Conclusion paragraphs). The definition of text and text types (Informative texts, Literary texts); conditions for textuality (cohesion, coherence, intentionality, acceptability, situationality, informativity, intertextuality). Written expression (written composition: free writing, planned writing); stages of planned writing (topic, topic limitation, purpose, point of view, determination of main and supporting ideas; preparing a writing plan, paper layout); theoretical information on informative texts (petition, letter, news, decision, announcement/advertisement, minutes, report, official documents, scientific writing); practical studies and writing applications using examples; summarizing and outlining a text; and correction of language and expression errors in written applications.</p>	
<b>GK</b>	<b>Career Planning and Development (1-0-1-2)</b>
<p>The concept of career, career planning and its stages; individual career development and formulation of a career strategy; career planning models, and career options in relevant teaching fields; CV preparation and CV types, CV formats and examples, and points to consider when preparing a CV; cover letters, introductory letters, and job interviews (aims, methods, and types; preparation and stages of the interview); situations that may be encountered during interviews; types of questions, and body language/nonverbal cues.</p>	
<b>AE</b>	<b>Basic Design 1 (3-2-4-6)</b>
<p>This course covers the elements of art (line, color, texture, shape/form, space) and the principles of design (rhythm, movement, balance, proportion, contrast, emphasis, unity, variety); the relationship between these elements and principles in two- and three-dimensional artworks; and original two- and three-dimensional studies considering the relationship between form and content through art elements and design principles. Furthermore, within this course, students are encouraged to explore conceptual ideas for alternative applications and to be inspired by architecture, nature, and other disciplines to develop diverse strategies. Students are also required to create a portfolio, and emphasis is placed on adhering to ethical rules in visual arts applications.</p>	
<b>AE</b>	<b>Pattern 1 (1-2-2-4)</b>
<p>Students are enabled to create compositions based on the observation of live models or objects, utilizing core elements and principles such as line, form, proportion, light and shadow (chiaroscuro), movement, integrity (wholeness), and balance; the course focuses on developing visual perception and conducting linear studies using various materials and techniques.</p>	
<b>AE</b>	<b>Perspective (1-2-2-3)</b>
<p>Fundamental perspective knowledge (horizon line, vanishing point, scale, ratio and proportion, types of perspective, etc.); practical application studies of line perspective and aerial (color/atmospheric) perspective; and research on original examples.</p>	

2nd SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Educational Psychology	2	0	2	3
MB	Sociology of Education	2	0	2	3
GK	Atatürk's Principles and Revolutionary History 2	2	0	2	3
GK	Foreign language 2	2	0	2	3
GK	Turkish Language 2	2	0	2	3
GK	Non-Common Field Elective Course 1	2	0	0	0
AE	Introduction to Art History	2	0	2	3
AE	Basic Design 2	4	2	5	7
AE	Pattern 2	1	2	2	5
Total		19	4	19	30

<b>MB</b>	<b>Educational Psychology (2-0-2-3)</b>
Fundamental concepts of psychology and educational psychology; research methods in educational psychology; developmental theories, developmental domains, and developmental processes; individual differences in development; basic concepts related to learning; factors affecting learning; learning theories within the framework of teaching-learning processes; and motivation in the learning process.	
<b>MB</b>	<b>Sociology of Education (2-0-2-3)</b>
Fundamental concepts of sociology (society, social structure, social phenomenon, social event, et al.); pioneers of sociology (Ibn Khaldun, A. Comte, K. Marx, E. Durkheim, M. Weber, et al.) and their views on education; education from the perspective of fundamental sociological theories (functionalism, structuralism, symbolic interactionism, conflict theory, critical theory, phenomenology, and ethnomethodology); social processes (socialization, social stratification, social mobility, social change, et al.) and education; social institutions (family, religion, economy, politics) and education; the development of sociology and sociology of education in Turkey (Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan, et al.); culture and education; and the school as a social, cultural, and moral system and community.	
<b>GK</b>	<b>Atatürk's Principles and History of Turkish Revolution 2 (2-0-2-3)</b>
Reforms in the political sphere (Abolition of the Sultanate, Declaration of the Republic, Abolition of the Caliphate, etc.); reforms in the social sphere (Hat Law, closure of dervish lodges and tombs (Tekke and Zaviyeler), Calendar, Clock, and Surname Law); reforms in the field of education and culture (Tevhid-i Tedrisat Law (Unification of Education), Alphabet Reform, Turkish History and Language Reforms); reforms in the field of law; Atatürk-era attempts to transition to a multi-party system and the reactions (establishment and closure of the Progressive Republican Party, the Sheikh Said Rebellion, and the assassination attempt on Atatürk); second attempt to transition to a multi-party political life (establishment and closure of the Free Republican Party and the Menemen Incident); economic resources and policy of Turkey during the Republic period (Izmir Economic Congress); Turkish foreign policy during the Atatürk era (Population Exchange, membership in the League of Nations, Balkan Entente, and Sadabad Pact); Turkish foreign policy during the Atatürk era (Montreux Convention Regarding the Regime of the Straits, the annexation of Hatay to the Motherland, Turkey's bilateral relations with other countries); definition and scope of the Atatürk's thought system and Atatürk's Principles; Turkey after Atatürk, the years of the Democratic Party's rule, Turkey in the 1960s and 1970s, and Turkish foreign policy after 1960.	

<b>GK</b>	<b>Foreign Language 2 (2-0-2-3)</b>
<p>Past Tense and Future Tense; Modals (can, could, may, must, etc.); speaking, reading, writing, and listening skills within these tenses and modals; speaking skills include asking questions and ordering food in cafés and restaurants, etc.; reading skills focus on internet weather reports, recipes, poster texts, etc.; writing skills involve writing short messages, giving written directions, writing emails/invitations, etc.; and listening skills concentrate on understanding weather reports, recipes, etc.</p>	
<b>GK</b>	<b>Turkish Language 2 (2-0-2-3)</b>
<p>Fundamental characteristics of spoken language and oral communication. Oral expression; core characteristics of speaking skills (using natural language and body language); basic principles of effective speaking; core characteristics of a good speaker (emphasis, intonation, pausing; diction, etc.). Impromptu and prepared speaking; stages of prepared speaking (selection and limitation of the topic; determination of purpose, perspective, main and supporting ideas; planning, writing the text; presentation of the speech). Speaking types I: (conversations, interviews, self-introduction, answering questions, celebrating important events such as New Year's, birthdays, holidays, giving directions, talking on the phone, applying for a job, conducting interviews/reports, radio and television speeches, participating as a speaker in various culture and art programs, etc.). Impromptu speaking on various topics, practical studies on speech examples and oral expression applications, and correction of language and expression errors in speeches.</p>	
<b>GK</b>	<b>Non-Common Field Elective Course 1 (2-0-0-0)</b>
<p>This covers the elective course and its content determined by the Rectorate of Sivas Cumhuriyet University and selected by the students.</p>	
<b>AE</b>	<b>Introduction to Art History (2-0-2-3)</b>
<p>This course covers the artistic developments that continued in the world and Anatolia from the Paleolithic Age up to the Roman period; the social and historical values in the artworks of past civilizations and their representative examples; and a comparative evaluation of the artistic relationships between different cultures.</p>	
<b>AE</b>	<b>Basic Design 2 (4-2-5-7)</b>
<p>This course covers two- and three-dimensional application studies (paper, cardboard, plaster, clay, wood, etc.) related to the elements of art, principles of design, color theory, and various techniques for visualizing design. Students are encouraged to explore conceptual ideas for alternative applications and to be inspired by architecture, nature, and other disciplines to develop diverse strategies. The focus is placed on students demonstrating their learned knowledge through artworks and engaging in discussions about them. Students are also required to create a portfolio, and emphasis is placed on adhering to ethical rules in visual arts applications.</p>	
<b>AE</b>	<b>Pattern 2 (1-2-2-5)</b>
<p>Students are enabled to create compositions based on the observation of live models or objects, utilizing core elements and principles such as line, form, proportion, light and shadow (chiaroscuro), movement, integrity (wholeness), and balance; the course focuses on developing visual perception and conducting linear studies using various materials and techniques.</p>	

<b>3rd SEMESTER</b>					
<b>CODE</b>	<b>COURSE TITLE</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>E</b>
MB	School Experience 1	1	4	3	8
MB	Elective 1	2	0	2	3
GK	Elective 1	2	0	2	3
AE	Main Art Workshop 1	3	2	4	7
AE	Elective Art Workshop 1	1	2	2	5
AE	Elective 1	2	0	2	4
<b>Total</b>		<b>11</b>	<b>8</b>	<b>15</b>	<b>30</b>

<b>MB</b>	<b>School Experience 1 (1-4-3-8)</b>
<p>The systematic recognition of the administration and instructional organization of the school through a systemic approach; school management, activities regularly carried out in schools; recognition of school resources; observation of classroom activities; appropriate reporting; and conducting observations and practical experience.</p>	
<b>MB</b>	<b>Elective 1 (2- 0-2-3)</b>
<p>This covers the elective course and its content determined by the Faculty of Education at Sivas Cumhuriyet University and selected by the students.</p>	
<b>GK</b>	<b>Elective 1 (2-0-2-3)</b>
<p>This covers the elective course and its content determined by the Faculty of Education at Sivas Cumhuriyet University and selected by the students.</p>	
<b>AE</b>	<b>Main Art Workshop 1 (Painting-Graphics) (3-2-4-7)</b>
<p>Painting;This course covers fundamental painting theories and concepts; visual and cultural knowledge and skills to analyze a painting in terms of period, technique, and content; the perception of painting as an authentic means of expression; and studies that develop competence in creating a visual language suitable for students' own tendencies by experimenting with different techniques and materials and exemplifying them with artworks. Furthermore, students are enabled to relate their work to different disciplines and comprehend contemporary art practices. Students are recommended to visit biennials, fairs, exhibitions, etc., when possible. Attention is paid to taking occupational health and safety measures during applications carried out within the scope of studio workshops. Additionally, students are informed about exhibition methods, processes, presentation techniques, and portfolio preparation, enabled to apply this knowledge, and ensured to adhere to ethical rules throughout all processes.</p> <p>Graphic Design 1-6 covers topics related to the daily life applications of graphic design, such as visual communication design, computer-aided graphic design, corporate identity, posters, book covers, packaging, illustration, animation studies, typography (various writing forms and the use of writing), kinetic typography, web interface design, visual scripting (storyboarding), pre-press preparation, etc.; the course focuses on the impact of elements like image, text, and symbols in contemporary media on design; it concentrates on research, idea development, form creation, creativity, and effective visual communication. Planned visits to places like advertising agencies, printing houses, and TV studios are carried out. Attention is paid to taking occupational health and safety measures during applications carried out within the scope of studio workshops. Furthermore, students are informed about exhibition methods, processes, presentation techniques, and portfolio preparation, enabled to apply this knowledge, and ensured to adhere to ethical rules throughout all processes.</p>	

<b>AE</b>	<b>Elective Art Workshop 1 (Painting-Graphics) (1-2-2-5)</b>
<p>Students who choose Painting as their Main Art Studio course are required to select a Graphic Design course for at least one semester of their Elective Art Studio courses. In the other Elective Art Studio courses, the student can choose any studio course according to the possibilities of the major department.</p> <p>Students who choose Graphic Design as their Main Art Studio course are required to select a Painting course for at least one semester of their Elective Art Studio courses. In the other semester, one of the three-dimensional fields is required to be selected, depending on the academic staff and studio possibilities of the departments. If this is not possible, each major department allows students to make a selection according to their own facilities.</p>	
<b>AE</b>	<b>Elective 1 (2-0-2-4)</b>
<p>This covers the elective course and its content determined by the Department of Art Education within the Faculty of Education at Sivas Cumhuriyet University and selected by the students.</p>	



4th SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Teaching Principles and Methods	2	0	2	3
MB	Elective 2	2	0	2	3
GK	Non-Common Field Elective Course 2	2	0	0	0
AE	Main Art Workshop 2	3	2	4	7
AE	Elective Art Workshop 2	1	2	2	5
AE	Elective 2	3	0	3	5
AE	Pattern 3	1	2	2	4
AE	Artistic Development in Children	2	0	2	3
Total		12	2	11	30

<b>MB</b>	<b>Teaching Principles and Methods (2-0-2-3)</b>
<p>Fundamental concepts related to principles and methods of instruction; principles, models, strategies, methods, and techniques of teaching and learning; determining goals and objectives in instruction; content selection and organization in teaching and learning; instructional materials; planning of instruction and instructional plans; theories and approaches related to instruction; teaching, learning, and achievement in effective schools; and evaluation of classroom learning.</p>	
<b>MB</b>	<b>Elective 2 (2- 0-2-3)</b>
<p>This covers the elective course and its content determined by the Faculty of Education at Sivas Cumhuriyet University and selected by the students.</p>	
<b>GK</b>	<b>Non-Common Field Elective Course 2 (2-0-0-0)</b>
<p>This covers the elective course and its content determined by the Rectorate of Sivas Cumhuriyet University and selected by the students.</p>	
<b>AE</b>	<b>Main Art Workshop 2 (Painting-Graphics) (3-2-4-7)</b>
<p>Painting;This course covers fundamental painting theories and concepts; visual and cultural knowledge and skills to analyze a painting in terms of period, technique, and content; the perception of painting as an authentic means of expression; and studies that develop competence in creating a visual language suitable for students' own tendencies by experimenting with different techniques and materials and exemplifying them with artworks. Furthermore, students are enabled to relate their work to different disciplines and comprehend contemporary art practices. Students are recommended to visit biennials, fairs, exhibitions, etc., when possible. Attention is paid to taking occupational health and safety measures during applications carried out within the scope of studio workshops. Additionally, students are informed about exhibition methods, processes, presentation techniques, and portfolio preparation, enabled to apply this knowledge, and ensured to adhere to ethical rules throughout all processes.</p> <p>Graphic Design 1-6 covers topics related to the daily life applications of graphic design, such as visual communication design, computer-aided graphic design, corporate identity, posters, book covers, packaging, illustration, animation studies, typography (various writing forms and the use of writing), kinetic typography, web interface design, visual scripting (storyboarding), pre-press preparation, etc.; the course focuses on the impact of elements like image, text, and symbols in contemporary media on design; it concentrates on research, idea development, form creation, creativity, and effective visual communication. Planned visits to places like advertising agencies, printing houses, and TV studios are carried out. Attention is paid to taking occupational health and safety measures during applications carried out within the scope of studio workshops. Furthermore, students are informed about exhibition methods, processes, presentation techniques, and portfolio preparation, enabled to apply this knowledge, and ensured to adhere to ethical rules throughout all processes.</p>	

<b>AE</b>	<b>Elective Art Workshop 2 (Painting-Graphics) (1-2-2-5)</b>
<p>Students who choose Painting as their Main Art Studio course are required to select a Graphic Design course for at least one semester of their Elective Art Studio courses. In the other Elective Art Studio courses, the student can choose any studio course according to the possibilities of the major department.</p> <p>Students who choose Graphic Design as their Main Art Studio course are required to select a Painting course for at least one semester of their Elective Art Studio courses. In the other semester, one of the three-dimensional fields is required to be selected, within the framework of the academic staff and studio facilities of the departments. If this is not possible, each major department allows students to make a selection according to their own facilities.</p>	
<b>AE</b>	<b>Elective 2 (2-0-2-4)</b>
<p>This covers the elective course and its content determined by the Department of Art Education within the Faculty of Education at Sivas Cumhuriyet University and selected by the students.</p>	
<b>AE</b>	<b>Pattern 3 (1-2-2-4)</b>
<p>Students are enabled to create compositions based on the observation of live models or objects, utilizing core elements and principles such as line, form, proportion, light and shadow (chiaroscuro), movement, integrity (wholeness), and balance; the course focuses on developing visual perception and conducting linear studies using various materials and techniques.</p>	
<b>AE</b>	<b>Artistic Development in Children (2-0-2-3)</b>
<p>Creativity in art; characteristics of children's drawings; visual perception types and stages of aesthetic development in art from the child's scribbling period to adulthood; project studies suitable for the course content with examples from original children's drawings; and the exemplification of developmental stages by examining children's drawings belonging to different age groups.</p>	

5th SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Measurement and Evaluation	3	0	3	4
MB	Classroom Management	2	0	2	3
MB	Elective 3	2	0	2	3
GK	Community Service Practices	1	2	2	3
AE	Elective 3	2	0	2	4
AE	Main Art Workshop 3	3	2	4	6
AE	Elective Art Workshop 3	1	2	2	4
AE	Theoretical Development of Visual Arts	2	0	2	3
Total		18	6	21	30

<b>MB</b>	<b>Measurement and Evaluation (3-0-3-4)</b>
<p>The place and importance of measurement and evaluation in education encompasses fundamental concepts related to them, the psychometric properties of measurement tools (specifically validity, reliability, and practicality/usability), the process of developing and administering achievement tests, the methods for interpreting test results and providing feedback, the analytical techniques for analyzing test and item scores, and finally, the procedures for evaluation and grading. This process is central to determining student learning outcomes, assessing the effectiveness of instructional methods, and informing future educational strategies.</p>	
<b>MB</b>	<b>Classroom Management (2-0-2-3)</b>
<p>Fundamental concepts related to classroom management cover the physical, social, and psychological dimensions of the classroom, the establishment of classroom rules and discipline, various models of classroom discipline and management, techniques for managing student behavior in the classroom, the process of communication and interaction in the classroom, strategies to enhance student motivation, effective time management within the classroom, the role of the teacher as an instructional leader, the management of teacher-parent conferences, and the creation of a positive classroom and learning climate. The study of this field is often supplemented by case studies related to classroom management across different school levels.</p>	
<b>MB</b>	<b>Elective 3 (2-0-2-3)</b>
<p>This covers the elective course determined by the Sivas Cumhuriyet University Faculty of Education and selected by the students, including the course content specific to that subject.</p>	
<b>GK</b>	<b>Community Service Practices (1-2-2-3)</b>
<p>This course content covers the concepts of society, community service practices (CSP), and social responsibility; the analysis of social responsibility projects in terms of social and cultural values; the process of identifying current social issues; preparing projects aimed at solving these identified social problems; volunteering in social responsibility projects both individually and in groups; participating in social responsibility projects in various institutions and organizations; taking part in scientific events such as panels, conferences, congresses, and symposiums as an audience member, speaker, or organizer; and finally, evaluating the results of social responsibility projects.</p>	
<b>AE</b>	<b>Elective 3 (2-0-2-4)</b>
<p>This covers the elective course determined by the Department of Art Education (within the Sivas Cumhuriyet University Faculty of Education) and selected by the students, including the specific course content related to that subject.</p>	

<b>AE</b>	<b>Main Art Workshop 3 (Painting-Graphics) (3-2-4-6)</b>
<p>Painting;This course covers basic painting theories and concepts; developing the visual and cultural knowledge and skills necessary to analyze a painting in terms of period, technique, and content; perceiving painting as a unique means of expression; and fostering the competence to create a visual language appropriate to one's own tendencies by experimenting with different techniques and materials and exemplifying them with artworks. Furthermore, students are encouraged to link their work with different disciplines and grasp contemporary art practices. Students are advised to visit biennials, fairs, exhibitions, etc. within the scope of available opportunities. During workshop practices, attention is paid to taking occupational health and safety measures. Additionally, students are informed about exhibition methods, process, presentation techniques, and portfolio preparation, ensure they apply this knowledge, and adhere to ethical rules throughout all processes.</p> <p>Graphic Design 1-6;This content covers topics such as visual communication design, computer-aided graphic design, corporate identity, posters, book covers, packaging, illustration, animation, typography (various forms and use of script), kinetic typography, web interface design, visual storyboard drawing, pre-press preparation, and the usage areas of graphic design in daily life. It focuses on the impact of elements like image, text, and symbol in contemporary media on design; it concentrates on research, idea development, form creation, creativity, and effective visual communication. Planned visits are made to places such as advertising agencies, printing houses, and TV studios. During workshop practices, attention is paid to taking occupational health and safety measures. Furthermore, students are informed about exhibition methods, process, presentation techniques, and portfolio preparation, ensure they apply this knowledge, and adhere to ethical rules throughout all processes.</p>	
<b>AE</b>	<b>Elective Art Workshop 3 (Painting-Graphics) (1-2-2-4)</b>
<p>Students who choose Painting as their Main Art Studio course must compulsorily select the Graphic Design course for at least one semester of their Elective Art Studio courses. For the remaining Elective Art Studio courses, the student is free to choose any studio course according to the possibilities and facilities of the department.</p> <p>Students who choose Graphic Design as their Main Art Studio course must compulsorily select the Painting course for at least one semester of their Elective Art Studio courses. For the other semester, they are required to choose one of the three-dimensional fields, based on the availability of the department's academic staff and studio capacity. If this is not feasible, each department will allow students to make their selection based on its respective facilities.</p>	
<b>AE</b>	<b>Theoretical Development of Visual Arts (2-0-2-3)</b>
<p>The course on "Theoretical Development of Visual Arts" will examine the presented ideas (theoretical development) that lead to the creation of timeless, creative art through texts that move from practice to theory and from theory back to practice, specifically by focusing on the perspectives and works of artists themselves.</p>	

6th SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	School Experience 2	1	4	3	8
MB	Turkish Education System and School Management	2	0	2	3
MB	Elective 4	2	0	2	3
GK	Elective 2	2	0	2	3
AE	Elective 4	2	0	2	3
AE	Main Art Workshop 4	3	2	4	6
AE	Elective Art Workshop 4	1	2	2	5
Total		13	8	17	30

<b>MB</b>	<b>School Experience 2 (1-4-3-8)</b>
Systematically recognizing the school's management and instructional organization; understanding school administration and the regular activities conducted in schools; identifying the school's resources and facilities; observing activities during lessons; reporting in an appropriate manner; and gaining experience through observation and practice.	
<b>MB</b>	<b>Turkish Education System and School Management (2-0-2-3)</b>
The formation of education systems and the structure of the Turkish education system; the fundamental laws regulating the Turkish education system; the central, provincial, and overseas organization of the Ministry of National Education (MEB); the instructional levels within the Turkish education system; the human resources, physical, technological, and financial resources of the Turkish education system; reform and innovation initiatives in the Turkish education system; organization and management theories and processes; the school as a social system and organization; human resources management; student personal affairs; education and instruction-related affairs; school operation/business affairs; school, environment, community, and family relations; and finally, current debates and trends related to the Turkish education system and schools.	
<b>MB</b>	<b>Elective 4 (2-0-2-3)</b>
This covers the elective course determined by the Sivas Cumhuriyet University Faculty of Education and selected by the students, including the course content specific to that subject.	
<b>GK</b>	<b>Elective 2 (2-0-2-3)</b>
This covers the elective course determined by the Sivas Cumhuriyet University Faculty of Education and selected by the students, including the course content specific to that subject.	
<b>AE</b>	<b>Elective 4 (2-0-2-3)</b>
This covers the elective course determined by the Department of Art Education (within the Sivas Cumhuriyet University Faculty of Education) and selected by the students, including the specific course content related to that subject.	
<b>AE</b>	<b>Main Art Workshop 4 (Painting-Graphics) (3-2-4-6)</b>
Painting; This course involves basic painting theories and concepts; developing the visual and cultural knowledge and skills necessary to analyze a painting in terms of period, technique, and content; perceiving painting as a unique means of expression; and fostering the competence to create a visual language appropriate to one's own tendencies by experimenting with different techniques and materials and exemplifying them with artworks. Furthermore, students are encouraged to link their work with different disciplines and grasp contemporary art practices. Students are advised to visit biennials, fairs, exhibitions, etc. Within the scope of available opportunities. During workshop practices, attention is paid to taking occupational health and safety measures. Additionally, students are informed about exhibition methods, process, presentation techniques, and portfolio preparation, ensure they apply this knowledge, and adhere to ethical rules throughout all processes.	

Graphic Design 1-6 Course Content; This content covers topics such as visual communication design, computer-aided graphic design, corporate identity, posters, book covers, packaging, illustration, animation, typography (various forms and use of script), kinetic typography, web interface design, visual storyboard drawing, pre-press preparation, and the usage areas of graphic design in daily life. It focuses on the impact of elements like image, text, and symbol in contemporary media on design; it concentrates on research, idea development, form creation, creativity, and effective visual communication. Planned visits are made to places such as advertising agencies, printing houses, and TV studios. During workshop practices, attention is paid to taking occupational health and safety measures. Furthermore, students are informed about exhibition methods, process, presentation techniques, and portfolio preparation, ensure they apply this knowledge, and adhere to ethical rules throughout all processes.

<b>AE</b>	<b>Elective Art Workshop 4 (Painting-Graphics) (1-2-2-4)</b>
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For students who select Painting as their Main Art Studio course, the Graphic Design course is mandated for at least one semester of their Elective Art Studio courses, with the freedom to choose any available studio course for the remaining electives, subject to departmental facilities. Conversely, students who select Graphic Design as their Main Art Studio must compulsorily take a Painting course for at least one semester of their Elective Art Studio courses. For the other semester, they are required to choose one of the three-dimensional fields, depending on the department's academic staff and studio capacity; should this not be feasible, each department will allow students to make their selection based on its respective facilities.

<b>7th SEMESTER</b>					
<b>CODE</b>	<b>COURSE TITLE</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>E</b>
MB	Teaching Practice 1	2	6	4	10
MB	Special Education and Integration	3	0	3	4
MB	Research Methods in Education	2	0	2	3
GK	Elective 3	2	0	2	3
AE	Art Teaching Technologies and Material Development	2	0	2	2
AE	Main Art Workshop 5	3	2	4	5
AE	Elective Art Workshop 5	1	2	2	3
<b>Total</b>		<b>15</b>	<b>10</b>	<b>19</b>	<b>30</b>

<b>MB</b>	<b>Teaching Practice 1 (2-6-4-10)</b>
<p>This course involves making observations related to subject-specific teaching methods and techniques; conducting individual and group micro-teaching applications utilizing these specialized methods and techniques; developing subject-specific activities and materials; and finally, engaging in comprehensive practical skills such as preparing teaching environments, managing the classroom, measuring, evaluating, and reflecting on the teaching process.</p>	
<b>MB</b>	<b>Special Education and Integration (3-0-3-4)</b>
<p>This course covers fundamental concepts, principles, and the historical development of special education, along with legal regulations pertaining to the field. It examines groups with special needs and their characteristics, including speech and language disorders, Attention Deficit Hyperactivity Disorder (ADHD), intellectual disability, learning difficulties, emotional and behavioral disorders, visual impairment, hearing impairment, Autism Spectrum Disorder (ASD), physical and health-related disabilities, gifted and talented individuals, and disadvantaged groups. The content also focuses on the educational diagnosis and evaluation process, support special education services, the inclusive education model, preparing and implementing Individualized Education Programs (IEP/BEP), individualizing instruction and adaptations, supporting language and speech skills, naturalistic teaching strategies, cooperation and communication with families, effective strategies for classroom management and behavior management, and teamwork and collaboration.</p>	
<b>MB</b>	<b>Research Methods in Education (2-0-2-3)</b>
<p>This course covers fundamental concepts and principles related to research methods and the entire research process (including identifying a problem, defining the problem and sample, data collection and analysis, and interpreting results). It addresses the general characteristics of data collection tools, data analysis and evaluation, and accessing articles, theses, and databases. Furthermore, the content explores research models and types, fundamental paradigms in scientific research, quantitative and qualitative research designs, detailing sampling, data collection, data analysis, validity, and trustworthiness in qualitative research. The course culminates in skills such as reviewing, evaluating, and presenting articles or theses, preparing research reports compliant with ethical principles, and focusing on action research in education.</p>	
<b>GK</b>	<b>Elective 3 (2-0-2-3)</b>
<p>This covers the elective course determined by the Sivas Cumhuriyet University Faculty of Education and selected by the students, including the course content specific to that subject.</p>	
<b>AE</b>	<b>Art Teaching Technologies and Material Development (2-0-2-2)</b>
<p>The place and importance of computers in art education from past to present, along with the application areas and limitations of the distance education model. It introduces concepts related to instructional technology, the characteristics of various technologies, and their place and use in the teaching process. The content includes skills</p>	

such as determining the technology needs of a school or classroom, planning and implementing appropriate technology, reviewing educational software, evaluating various quality instructional materials, and understanding visual design principles and research on material effectiveness. The course also explores the use of the internet and distance education, the status of instructional technology use in Turkey and globally, and specific applications within art lessons, such as note presentation on smart boards, digital materials, and digital design.

<b>AE</b>	<b>Main Art Workshop 5 (Painting-Graphics) (3-2-4-5)</b>
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**Painting;**This course involves basic painting theories and concepts; developing the visual and cultural knowledge and skills necessary to analyze a painting in terms of period, technique, and content; perceiving painting as a unique means of expression; and fostering the competence to create a visual language appropriate to one's own tendencies by experimenting with different techniques and materials and exemplifying them with artworks. Furthermore, students are encouraged to link their work with different disciplines and grasp contemporary art practices. Students are advised to visit biennials, fairs, exhibitions, etc. Within the scope of available opportunities. During workshop practices, attention is paid to taking occupational health and safety measures. Additionally, students are informed about exhibition methods, process, presentation techniques, and portfolio preparation, ensure they apply this knowledge, and adhere to ethical rules throughout all processes.

**Graphic Design 1-6 Course;**This content covers topics such as visual communication design, computer- aided graphic design, corporate identity, posters, book covers, packaging, illustration, animation, typography (various forms and use of script), kinetic typography, web interface design, visual storyboard drawing, pre-press preparation, and the usage areas of graphic design in daily life. It focuses on the impact of elements like image, text, and symbol in contemporary media on design; it concentrates on research, idea development, form creation, creativity, and effective visual communication. Planned visits are made to places such as advertising agencies, printing houses, and TV studios. During workshop practices, attention is paid to taking occupational health and safety measures. Furthermore, students are informed about exhibition methods, process, presentation techniques, and portfolio preparation, ensure they apply this knowledge, and adhere to ethical rules throughout all processes.

<b>AE</b>	<b>Elective Art Workshop 5 (Painting-Graphics) (1-2-2-3)</b>
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For students who select Painting as their Main Art Studio course, the Graphic Design course is mandated for at least one semester of their Elective Art Studio courses, with the freedom to choose any available studio course for the remaining electives, subject to departmental facilities. Conversely, students who select Graphic Design as their Main Art Studio must compulsorily take a Painting course for at least one semester of their Elective Art Studio courses. For the other semester, they are required to choose one of the three-dimensional fields, depending on the department's academic staff and studio capacity; should this not be feasible, each department will allow students to make their selection based on its respective facilities.



<b>8th SEMESTER</b>					
<b>CODE</b>	<b>COURSE TITLE</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>E</b>
MB	Teaching Practice 2	2	6	4	10
MB	Guidance in Schools	2	0	2	3
GK	Elective 4	2	0	2	3
AE	Main Art Workshop 6	4	2	5	8
AE	Elective Art Workshop 6	2	2	3	6
<b>Total</b>		<b>12</b>	<b>10</b>	<b>16</b>	<b>30</b>

<b>MB</b>	<b>Teaching Practice 2 (2-6-4-10)</b>
Making observations related to subject-specific teaching methods and techniques; conducting micro-teaching applications using these specialized methods; developing the ability to independently plan a lesson; developing activities and materials related to the lesson; preparing teaching environments; and executing essential classroom management skills such as managing the classroom, measuring, evaluating, and reflecting on the teaching process.	
<b>MB</b>	<b>Guidance in Schools (2-0-2-3)</b>
The place of Guidance and Psychological Counseling (GPC) services in education; the philosophy, aims, principles, and program of the developmental guidance model (Comprehensive Developmental GPC Program); and its core services/interventions. It outlines the role and function of teachers in classroom guidance and the competencies to be fostered in educational, vocational, personal, and social areas through GPC services. The content also emphasizes the collaboration required among school administrators, teachers, and guidance counselors/psychological counselors, and the process of preparing and implementing classroom GPC plans and programs.	
<b>GK</b>	<b>Elective 4 (2-0-2-3)</b>
This covers the elective course determined by the Sivas Cumhuriyet University Faculty of Education and selected by the students, including the course content specific to that subject.	
<b>AE</b>	<b>Main Art Workshop 6 (Painting-Graphics) (4-2-5-7)</b>
<p>Painting; This course involves basic painting theories and concepts; developing the visual and cultural knowledge and skills necessary to analyze a painting in terms of period, technique, and content; perceiving painting as a unique means of expression; and fostering the competence to create a visual language appropriate to one's own tendencies by experimenting with different techniques and materials and exemplifying them with artworks. Furthermore, students are encouraged to link their work with different disciplines and grasp contemporary art practices. Students are advised to visit biennials, fairs, exhibitions, etc. Within the scope of available opportunities. During workshop practices, attention is paid to taking occupational health and safety measures. Additionally, students are informed about exhibition methods, process, presentation techniques, and portfolio preparation, ensure they apply this knowledge, and adhere to ethical rules throughout all processes.</p> <p>Graphic Design 1-6 Course Content</p> <p>This content covers topics such as visual communication design, computer-aided graphic design, corporate identity, posters, book covers, packaging, illustration, animation, typography (various forms and use of script), kinetic typography, web interface design, visual storyboard drawing, pre-press preparation, and the usage areas of graphic design in daily life. It focuses on the impact of elements like image, text, and symbol in contemporary media on design; it concentrates on research, idea development, form creation, creativity, and effective visual communication. Planned visits are made to places such as advertising agencies, printing</p>	

houses, and TV studios. During workshop practices, attention is paid to taking occupational health and safety measures. Furthermore, students are informed about exhibition methods, process, presentation techniques, and portfolio preparation, ensure they apply this knowledge, and adhere to ethical rules throughout all processes.

<b>AE</b>	<b>Elective Art Workshop 6 (Painting-Graphics) (2-2-3-4)</b>
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Students who choose Painting as their Main Art Studio course must compulsorily select the Graphic Design course for at least one semester of their Elective Art Studio courses. For the remaining Elective Art Studio courses, the student is free to choose any studio course according to the possibilities and facilities of the department.

Students who choose Graphic Design as their Main Art Studio course must compulsorily select the Painting course for at least one semester of their Elective Art Studio courses. For the other semester, they are required to choose one of the three-dimensional fields, based on the availability of the department's academic staff and studio capacity. If this is not feasible, each department will allow students to make their selection based on its respective facilities.

## ELECTIVE COURSES (T-P-C-E)

### PROFESSIONAL KNOWLEDGE ELECTIVE COURSES (2-0-2-3)

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| <ul style="list-style-type: none"> <li>Open and Distance Learning</li> <li>Cooperation and Communication with Families</li> <li>Co-teaching</li> <li>Child Psychology</li> <li>Textbook Analysis</li> <li>Attention Deficit and Hyperactivity Disorder (ADHD)</li> <li>Speech and Language Disorders</li> <li>Educational Anthropology</li> <li>Educational Law</li> <li>History of Education</li> <li>Morality and Ethics in Education</li> <li>Digital Content Development in Education</li> <li>Drama in Education</li> <li>Extracurricular Activities in Education</li> <li>Curriculum Development in Education</li> </ul> | <ul style="list-style-type: none"> <li>Project Preparation in Education</li> <li>Critical and Analytical Thinking</li> <li>Education of Hospitalized Children</li> <li>Inclusive Education</li> <li>Character and Values Education</li> <li>Comparative Education</li> <li>Micro-Teaching</li> <li>Museum Education</li> <li>Out-of-School Learning Environments</li> <li>Learning Difficulties</li> <li>Individualizing Instruction and Adaptation</li> <li>Sustainable Development and Education</li> <li>Turkish Educational History</li> <li>Adult Education and Lifelong Learning</li> </ul> |
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### PROFESSIONAL KNOWLEDGE: CODED ELECTIVE COURSE CONTENTS

#### Open and Distance Learning (2-0-2-3)

Fundamental concepts and philosophy of open and distance learning; the development of distance education in the world; the development of distance education in Turkey; learner and facilitator roles in distance education; technologies used in distance education; the management of open and distance education; classroom management and its components in open and distance learning; open educational resources and global trends; massive open online courses (MOOCs); personalized learning environments; problems related to open and distance education and their solutions; open and distance education practices in teacher training; developing individual instructional materials and student support services in open and distance education; determining instructional strategies for different learning situations; research and evaluation in distance education..

#### Collaboration and Communication with Families (2-0-2-3)

Basic concepts related to the family, the family as a system, the child with special needs within the family life cycle, the emotional stages experienced by families who have a child with special needs, the importance of collaboration with families, the legal, philosophical, and practical reasons for collaborating with families, the foundations of the family-centered approach, the components of family-centered practices, the basic principles of collaborating with families, strategies for cooperation with families, verbal and non-verbal communication skills in communication with families, empathetic and individualized listening skills, guiding families to special education services and effectively informing them about their children with special needs, managing crisis situations with families, encouraging family participation, and skills in effectively using communication channels with families (structured and unstructured face-to-face interviews, telephone conversations, daily and weekly messages, and

communication through non-verbal channels such as communication notebooks, class newspapers, and e-mail).

### **Co-teaching (2-0-2-3)**

Basic concepts related to co-teaching, the definition of co-teaching, the importance of co-teaching, the historical development of co-teaching, co-teaching practices in Turkey and around the world, factors that directly affect co-teaching, collaboration among families, teachers, and students, co-teaching models: one teaching–one observing model, one teaching–one assisting model, station teaching model, parallel teaching model, alternative teaching model, and team teaching model.

### **Child Psychology (2-0-2-3)**

Basic concepts, history, and methods of child psychology; prenatal development; developmental domains and characteristics of the infancy period; developmental domains and characteristics of early childhood; developmental domains and characteristics of late childhood; the child within the family structure; the child within the school system; adjustment and behavioral problems in childhood; children with special needs.

### **Textbook Review (2-0-2-3)**

The physical, educational, visual design, and language-expression features and standards that should be present in a textbook; the alignment of textbook content with the curriculum; analysis of selected existing textbooks in terms of content, language, appropriateness for student level, format, appeal, contribution to meaningful learning, ease of use in instruction, etc.

### **Attention Deficit Hyperactivity Disorder (2-0-2-3)**

The definition and characteristics of Attention Deficit and Hyperactivity Disorder (ADHD); the core symptoms of ADHD (inattention, hyperactivity, and impulsivity); the effects of ADHD on the child in terms of social, emotional, and academic performance; the causes of ADHD; risk factors in the development of ADHD; types of ADHD; approaches to children with ADHD; guidance for students with ADHD; the education of children with ADHD; ensuring school–family cooperation.

**Speech and Language Disorders (2-0-2-3)**

The basic characteristics of language; theories related to language acquisition; the definition and classification of language and speech disorders; the organs involved in speech; the causes and prevalence of language and speech disorders; characteristics of children with language and speech disorders; the classification of communication disorders; types of communication disorders; the education of children with language and communication disorders.

**Educational Anthropology (2-0-2-3)**

The subject, basic concepts, history, and method of anthropology; fundamental approaches in socio-cultural anthropology; the basic concepts of education from an anthropological perspective and educational anthropology: culture, acculturation, enculturation, adaptation, subculture, counterculture, common culture, etc.; the cultural foundations and functions of education; intercultural differences, education, and learning; the school as a living environment, school cultures and ethnographies; media, mass communication tools, popular culture, and education; globalization, cultural interaction, cultural literacy, and education; educational themes in oral and written literary works throughout Turkish cultural and civilizational history; the roles of parents and children in the Turkish family structure.

**Education Law (2-0-2-3)**

Fundamental concepts of law and administrative law; sources of administrative law; rights and duties in administration; the Convention on the Rights of the Child and the Declaration of Human Rights; administrative and judicial control of teachers; fundamental laws establishing and regulating the Turkish Education System; duties, rights and responsibilities of education stakeholders.

**Education History (2-0-2-3)**

Education in the ancient period (in the civilizations of Ancient Egypt, Mesopotamia, Anatolia, India, China, Ancient Greece and Rome); education in Eastern, Western and Islamic societies in the Middle Ages and the Modern Age; the Renaissance, Reformation, Enlightenment Movements and education; education in the Industrial Age and the Modern Period; the relations of Islamic culture and civilization with Western civilization; the emergence of national/nation states and the development of national education systems; post-modern society debates and education; fundamental changes and transformations in education worldwide from ancient times to the present.

**Morality and Ethics in Education (2-0-2-3)**

Basic concepts and theories related to morality and ethics; ethical principles, code of ethics, business and professional ethics; the teaching profession with its social, cultural, moral, and ethical aspects; the right to education and learning; ethical principles in the process of education, teaching, learning, and evaluation; ethical principles in relations with educational stakeholders (employers/administrators, colleagues, parents, professional organizations, and society); moral/ethical responsibilities of education/school administrators, parents, and students; unethical behavior in business and professional life; ethical regulations related to public administration, education, and teachers in Turkey; unethical behavior in schools and education, ethical dilemmas, problems, and solutions; moral/ethical education and ethics committees in schools; the school principal and the teacher as a moral/ethical leader.

**Digital Content Development in Education (2-0-2-3)**

An overview of content development in digital environments, visuals in digital content development, animations/effective presentations in digital content development, measurement-evaluation activities in digital content development, collaborative tools in digital content development.

### **Drama in Education (2-0-2-3)**

Drama and basic concepts of creative drama (drama, creativity, creative drama, game and theatre pedagogy, communication-interaction, role playing, improvisation, action, dramatic play, children's theatre, puppetry, pantomime, etc.); stages, dimensions and elements of creative drama; role playing and improvisation; history of creative drama; relationship between social events and creative drama; application steps of drama in education; resources that can be used in drama in education; preparation and implementation of creative drama lesson plans; contribution of drama to individual and social development.

### **Extracurricular Activities in Education (2-0-2-3)**

Formal curriculum and extracurricular activities/hidden curriculum concepts in education; approaches related to hidden curriculum; cognitive and affective field learning and hidden curriculum; school as a ritual place; school ceremonies as extracurricular activities in school; the importance and management of social, cultural, sportive and artistic activities in school; the place and importance of hidden curriculum in values education; extracurricular activities (commemoration, celebration, meeting, graduation etc.) in terms of values education.

### **Program Development in Education (2-0-2-3)**

Basic concepts related to curriculum development; theoretical foundations of curriculum development; types of curriculum; philosophical, social, historical, psychological and economic foundations of curriculum; curriculum development and characteristics of curriculum; stages of curriculum development; basic elements of curriculum (objective, content, process, evaluation) and the relationships between elements; classification of objectives and their relationship with curriculum elements; content organization approaches; determination of educational needs; curriculum development process and models; curriculum design approaches; curriculum evaluation models; curriculum literacy; duties and responsibilities of teachers in curriculum development; characteristics of MEB curriculums; implementation of curriculums; new approaches and trends in curriculum development in the world and in Turkey.

### **Project Preparation in Education (2-0-2-3)**

Project concept and project types; curriculum and project-based learning; project programs in schools (TÜBİTAK, EU and others); selection of a project topic; literature review; logical framework for the project; planning and management of the project; application of the scientific method in the project; preparation and development of a project report; finalizing the project report; project evaluation and examination of good examples; project presentations, poster and brochure design techniques.

### **Critical and Analytical Thinking (2-0-2-3)**

Basic concepts and definitions; the brain as an organ of thinking, ways of thinking and grouping of thinking; involuntary thinking and its characteristics; voluntary thinking and its characteristics; methods of voluntary thinking; critical and analytical thinking; basic characteristics and criteria of critical and analytical thinking, stages of critical and analytical thinking; 16 factors affecting critical and analytical thinking; the scope of critical and analytical thinking; critical and analytical reading; critical and analytical listening; critical and analytical writing.

### **Education of Hospitalized Children (2-0-2-3)**

The developmental characteristics, interests, needs, and psychological states of hospitalized children according to their age groups; the interaction between hospital staff, the child, and the family; preparatory education for hospitalization, diagnosis, treatment, and surgery; preparation and implementation of activity plans for hospitalized children, including play, music, art, drama, mathematics, stories, and so on; and the interaction between hospital schools and children with terminal illnesses, their families, and staff.

### **Inclusive Education (2-0-2-3)**

Inclusion and its content; inclusive education: definition, content and importance; legal bases of inclusive education; national and international legislation; approaches and standards in inclusive education; teacher roles in inclusive education; inclusive curriculum and materials; attitudes and values in inclusive education; inclusive school and classroom; preparing an action plan for inclusive education; inclusive education practices: characteristics that differentiate students, effective communication, language used, psycho-social support, differentiating instruction and examples, methods and techniques, planning instruction, selection of inclusive and inclusive activities in course materials; lesson design practices.

### **Character and Value Education (2-0-2-3)**

Character, personality, value, virtue, morality, temperament etc.; character development and education; family, environment and school in character development and education; definition and classification of values; sources of values and their individual, social, cultural, religious and moral foundations; approaches and practices in character and values education; intercultural differentiation and culture of living together in character and values education; character and values education in terms of educational philosophy and objectives; teaching methods and techniques in character/values education; values crisis and education in modern and multicultural societies; values education in the process of human-cultural development; examples of values education from Turkish education and cultural history, applications and research in values education in Turkey; teacher as a role model in character and values education.

### **Comparative Education (2-0-2-3)**

Definition, scope, and history of comparative education; methods and research in comparative education; comparison of educational systems of different countries in terms of structure, operation, school levels, human resources, financing of education, privatization in education, policy making, planning, and implementation in education; gender, social justice, and equality in education in different countries; reform and innovation initiatives in education in different countries; teacher and education/school administrator training systems in different countries; globalization and internationalization in education; international examinations, institutions, and organizations related to education.

### **Micro Teaching (2-0-2-3)**

Basic concepts and principles related to effective teaching and learning; professional competence, attitudes, roles and behaviors of teachers; preparing lesson plans; scope, benefits and limitations of microteaching method; preparing active learning activities appropriate to the subject; sample teaching practices in the classroom; video recording of lesson presentations; evaluating the lesson using recordings; developing prepared activities and lesson presentations.

### **Museum Education (2-0-2-3)**

Definition and characteristics of museums, exhibition in museums; museums and museum education; museum types; development of Turkish museology; a general view of the history of museology in the world; the relationship between museums, art, culture, and civilization; museums and art education; museums and society; the contribution of museums to historical awareness; preservation of historical artifacts; contemporary museology in the world and in Turkey.

### **Out-of-School Learning Environments (2-0-2-3)**

Concepts of out-of-school education and learning; the scope and importance of out-of-school learning; teaching in out-of-school environments; teaching methods, techniques (project-based learning, station technique, etc.) and teaching materials appropriate for out-of-school learning environments; out-of-school learning environments (museums, science centers, zoos, botanical gardens, planetariums, industrial establishments, national parks, science festivals, science camps, natural environments, etc.); development of out-of-school learning areas and environments; planning, implementation, and evaluation of out-of-school learning activities.

### **Learning Disability (2-0-2-3)**

The concept of individualization and its importance in education; what needs to be done for individualization: curriculum-based assessment, rough assessment, preparing a criterion-referenced measurement tool, rules to be followed in evaluation; determining long-term and short-term educational goals; arrangements that can be made in classes and schools for inclusion/integration; adapting instruction; examples of individualization and adaptation in inclusion/integration classes.

### **Individualizing and Adapting Instruction (2-0-2-3)**

The concept of individualization and its importance in education; what needs to be done for individualization: curriculum-based assessment, rough assessment, preparing a criterion-referenced measurement tool, rules to be followed in evaluation; determining long-term and short-term educational goals; arrangements that can be made in classes and schools for inclusion/integration; adapting instruction; examples of individualization and adaptation in inclusion/integration classes.

### **Sustainable Development and Education (2-0-2-3)**

The concept of sustainability and its areas of application; sustainability in terms of social sciences and science; sustainability in the context of social change; education and sustainability; the future of humanity and sustainability; migration, poverty and inequality; sustainable environment; ecology, global environmental problems and sustainability; sustainable society in harmony with nature; population, economic system and natural environment; technological developments, consumption habits and the environment; social responsibility studies, sustainability in terms of tangible and intangible cultural heritage; rethinking human-nature relations on the axis of sustainability.



### **Turkish Education History (2-0-2-3)**

The subject, method, and sources of Turkish educational history; education in the first Turkish states; education in the first Muslim Turkish states; education in the Seljuks of Rum and the Anatolian Principalities; education in the Ottoman Empire: the educational system until the first modernization movements; education in Turkish states outside the Ottoman geography in the 13th-18th centuries; educational modernization movements in the Ottoman Empire until the Tanzimat; the establishment of the modern educational system from the Tanzimat to the Republic; the reorganization of traditional education; education in other Turkish states and communities in Eurasia in the 19th-20th centuries; education during the period of national struggle; education in the Republic of Turkey: the foundations, structure, establishment, and development of the Turkish educational system; the teacher training process from its inception to the present; education in the Turkic world in the 21st century; common goals, unity of language and alphabet, and common history-writing efforts.

### **Adult Education and Lifelong Learning (2-0-2-3)**

Definition and scope of adult education; concepts related to adult education (continuing education, public education, non-formal education, vocational education, etc.); historical development of adult education in Turkey; approaches and models related to adult education; adults and learning; the purpose, scope and historical development of lifelong learning; lifelong learning practices in the Turkish education system.

## GENERAL CULTURE ELECTIVE COURSES (2-0-2-3)

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| <ul style="list-style-type: none"> <li>• Addiction and Prevention</li> <li>• Nutrition and Health</li> <li>• History and Philosophy of Science</li> <li>• Science and Research Ethics</li> <li>• Children's Rights and Protection</li> <li>• World Musics</li> <li>• Economics and Entrepreneurship</li> <li>• Traditional Turkish Handcrafts</li> <li>• General Geography</li> <li>• Semiotics-1</li> <li>• Semiotics-2</li> <li>• Human Rights and Democracy Education</li> <li>• Human Relations and Communication</li> <li>• Use of Internet Technologies</li> </ul> | <ul style="list-style-type: none"> <li>• Media Literacy</li> <li>• Art and Aesthetics</li> <li>• Sound Recording Methods</li> <li>• Basic Information Technologies</li> <li>• Basic English</li> <li>• Turkish Folk Dances</li> <li>• Turkish Sign Language</li> <li>• Turkish Cultural Geography</li> <li>• Turkish Cultural History</li> <li>• Turkish Music</li> <li>• Turkish Art History</li> <li>• Geography of Turkey</li> <li>• History of Civilization</li> <li>• Three-Dimensional Design</li> <li>• Geography of Countries</li> </ul> |
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### GENERAL CULTURE: CODED ELECTIVE COURSE CONTENTS

#### Addiction and Combating Addiction (2-0-2-3)

Basic concepts and definitions; types of addiction (substance addiction, technology addiction, etc.); causes of addiction; risk factors in family, peer group, and social context that prepare the individual for the process of substance addiction; communication skills in addicted children, adolescents, and adults; the role of social work in addiction; models related to addiction; efforts to prevent addiction; consequences of addiction; national policy and strategy methods in combating addiction; the process of readjustment.

#### Nutrition and Health (2-0-2-3)

Natural and healthy nutrition; fight against obesity; food additives; healthy living and exercise; growth and development; healthy sexual life; fight against addiction (tobacco, alcohol, substance abuse, etc.); traffic, disaster and first aid.

#### History and Philosophy of Science (2-0-2-3)

Science, philosophy, scientific method; Ancient Greece, Medieval Europe, Scholastic philosophy and science; science and philosophy in Islamic cultural geography; science in Mesopotamia; science and philosophy in Renaissance Europe; science and philosophy in the Age of Enlightenment; classification of sciences; relations between science, scientism, ideology, ethics and religion; science and paradigms; Vienna and Frankfurt schools of thought; criticism of science in the twentieth and twenty-first centuries.

### **Science and Research Ethics (2-0-2-3)**

Science, the nature and development of science, and scientific research; the concept of ethics and ethical theories; research and publication ethics; unethical behavior and ethical violations in the research process; ethical issues related to authorship and copyright; biased publication, editing, refereeing, and ethics; publication ethics and unethical behavior in the publication process; legal regulations and boards related to research and publication ethics; ways to detect ethical violations; common violations of research and publication ethics and methods to prevent them.

### **Children's Rights and Protection (2-0-2-3)**

Children's rights and child protection laws, family and child welfare, child neglect, child abuse, protective measures against child neglect and abuse, the rights and protection of children in need of protection, the rights and protection of children with special needs, planning cooperation on children's rights and protection, creating projects to protect children's rights.

### **World Music (2-0-2-3)**

To learn about historical and current musical cultures in the countries of the world; to learn about the accepted musical genres in the world; to learn about the characteristics of music in various regions of the world and the geographical, cultural, religious, social, economic and political factors that give these characteristics; to learn comparative information about musical cultures and traditions in the world; to develop the ability to recognize and describe various societies and their musical traditions.

### **Economy and Entrepreneurship (2-0-2-3)**

Fundamental concepts of economics and economic systems; fundamental concepts of business and business management; establishment, objectives, and legal structure of business; management processes and functions in businesses; management of human resources and other resources; concepts of entrepreneur and entrepreneurship, success factors in entrepreneurship; entrepreneurial culture, entrepreneurship process, and types of entrepreneurship; career planning, original ideas, extraordinary examples; Turkish Patent and Trademark Office; Industrial Property Law; small and medium-sized enterprises; management processes and functions in small businesses; business idea development, innovation, making a business plan, elements of a business plan, writing, and presentation; preparing a project related to entrepreneurship in a specific field and subject.

### **Traditional Turkish Handicrafts (2-0-2-3)**

Terms and concepts related to traditional Turkish arts; the importance of traditional Turkish arts; their contributions to the individual, society, and the national economy; the historical development of traditional Turkish arts (Huns, Gokturks, Uyghurs, Seljuks, Principalities, and Ottoman Period); Ahilik and Guild Organization; institutions and organizations related to Turkish arts in the Republican period; classification of traditional arts according to raw materials and production techniques; traditional weaving (carpet-rug, fabric, etc.), printing, knitting, felting, glass (stained glass, glassware, bead, etc.) arts; metal (iron, copper, silver, and gold, etc.) arts; wood (kündekari, carving, and mother-of-pearl inlay) arts; tile-ceramic and stone processing arts; education, production, and marketing of traditional Turkish arts.

### **General Geography (2-0-2-3)**

The development of geography and the processes of gaining scientific identity; the formation of the earth and its geological history, internal structure, shape, movements and the results resulting from this; the shaping of the earth and the factors affecting this process (geomorphology); the earth's atmosphere and climate system (climatology); the distribution, properties and effects of underground and surface waters (hydrography); soil geography (formation, types, distribution, soil problems); plant geography (classification, habitat conditions, distribution), map knowledge.

### **Semiotics 1 (2-0-2-3)**

In this course, after discussing the general notion of semiotics and its theoretical development, sub-branches of semiotics, main semiotic schools, and the relationship of semiotics with other branches of science, it will examine visual signs in different fields and visual arts productions such as film, video, photography, and advertising with a multidisciplinary method. The application of semiotics and different analysis techniques in visual disciplines such as media, industrial design, and graphic arts will be evaluated.

### **Semiotics 2 (2-0-2-3)**

This course will examine the process of constructing meaning through signs. The importance of codes, myths, and stories, particularly in graphic design, will be emphasized, and their application will be explored through various methods.

### **Human Rights and Democracy Education (2-0-2-3)**

The concept of human rights and its historical development; types of human rights; understandings, principles, approaches to democracy and human rights; democracy education and democratic education; family and democracy education; education as a human right; preschool education and democracy education; primary school curriculum and democracy education; democracy education in secondary education; higher education and democracy education; democratic school and classroom environment.

### **Human Relations and Communication (2-0-2-3)**

Definition and classification of interpersonal relationships; theoretical approaches to interpersonal relationships (psychoanalytic, attachment, contemporary theories); theoretical approaches to interpersonal relationships (social, psychological, cognitive theories); interpersonal relationships as a developmental process (infancy and childhood, adolescence and adulthood); factors affecting interpersonal relationships; gender, gender roles and interpersonal relationships; self-adaptation and self-disclosure in interpersonal relationships; communication and communication errors; effective communication skills; interpersonal problems, conflict and conflict resolution approaches; human relationships in terms of cross-cultural differences.

### **Use of Internet Technologies (2-0-2-3)**

Internet and Web technologies; Historical development of distance education; Online and blended learning models; Classification of Web technologies; Qualifications and use of Web 2.0 tools; Advantages and disadvantages of Web 2.0 tools; Qualifications of Web 3.0 tools; Advantages and disadvantages of Web 3.0 tools; Designing and producing instructional content with Web tools; Evaluating instructional content developed with Web tools. Measurement and evaluation with Web tools.

### **Culture and Language (2-0-2-3)**

Basic concepts related to language and culture; sources and elements of culture; oral and written culture; material and spiritual culture; culture from individual and societal perspectives; culture as unifying and dividing; acculturation, acculturation, cultural diffusion and adaptation; culture from the perspective of cognitive, symbolic, structural-functional approaches; language as a system of symbols; language and language acquisition from an individual perspective; the effect of language on human consciousness; the relationship between culture, language, cognition and reality; the function of language to carry information and culture, to establish social relations and communication; the development and transmission of language and culture; national identity and language; the dynamics of changes in culture and language; discussions on the interaction of changes in culture and language; national cultures; globalization, multilingualism and multiculturalism.

### **Media Literacy (2-0-2-3)**

Information literacy; conscious use of the internet and social media; the effects of social media on individuals; the power to disseminate information and mislead; the power to disseminate news; media and perception management; legal rights and responsibilities regarding the media and the internet; copyright; personal rights; confidentiality of information; violation of privacy; use of language in the media; value and quality analysis of news; popular culture; roles of men and women in the media; consumer culture and advertisements; stereotyping in the media.

### **Art and Aesthetics (2-0-2-3)**

Art, fine arts, craft and culture; art and education; art, creativity and the work of art; philosophy of art and aesthetics; theories of art and aesthetics; art criticism; art history, art in pre-modern, modern and post-modern periods; art and social context; art and everyday life; Turkish-Islamic art-aesthetics and works of art; the position of art and craftsman in the process of social change; the development of art in Turkey; contemporary understandings of art; civilizational construction and art; art, aesthetics and morality.

### **Sound Recording Methods (2-0-2-3)**

Understanding the nature of sound. Learning how to properly place a microphone and use recording equipment, considering sound propagation and acoustics. Understanding audio file formats and making appropriate choices prior to recording. Recording audio in a range of environments, from simple structures to studio environments, including microphones and their features, recording software, and sound recording and miking techniques.

### **Basic Information Technologies (2-0-2-3)**

Information technologies and computational thinking; problem-solving concepts and approaches; algorithms and flowcharts; computer systems; basic concepts of software and hardware; fundamentals of operating systems, current operating systems; file management; auxiliary programs (third-party software); word processing programs; calculation/spreadsheet/graphics programs; presentation programs; desktop publishing; database management systems; web design; internet use in education; communication and collaboration technologies; safe internet use; IT ethics and copyrights; and the effects of computers and the internet on children/adolescents.

### **Basic English (2-0-2-3)**

Basic English reading-writing-listening skills; basic concepts related to child development and its stages; basic concepts related to basic education and secondary education; basic concepts related to educational sciences; dialogue examples between student-parent-teacher; techniques for listening and understanding academic texts (YouTube, TeacherTube, TEDx talks, etc.); verbal skills for professional development (vocabulary, phrases, etc.); writing skills (writing petitions, preparing reports, creating a CV, writing short messages, creating course objectives, etc.); reading skills (reading written texts using Web 2.0 tools, etc.); translation studies in the relevant teaching field.

### **Turkish Folk Dances (2-0-2-3)**

Definition of folklore; rhythm and perception studies, games and folk dance-figure studies; regional differences in folk dances, figure studies, local figures, learning local figures of the bar type, learning local figures of the halay and spoon type, learning local figures of the horon and reception type, learning local figures of the zeybek type; studies on the attitudes and playing styles of the learned dances; staging of folk dances, types of staging and their differences.

### **Turkish Sign Language (2-0-2-3)**

Basic concepts related to sign language; Turkish Sign Language, its history and characteristics; letters in Turkish Sign Language; phonetics; internal structure of the sign, simultaneity and sequence; manual alphabet in terms of phonetics; morphology in sign language, structure and formation of the sign; word classes and pronouns; syntax in sign language; word order, sentence types; interrogative sentences; semantics in sign language; meaning and reference, types of meaning, idioms; conversation in Turkish Sign Language.

### **Turkish Cultural Geography (2-0-2-3)**

Culture, people, and society; Turkish culture and Turkish civilization; the first ethnographic sources about the Turks; Turkish states in history; state, administrative, military, and social structures of the Turks; folk beliefs and mythology of the Turks; the relationship between people and space in the Turks; oral, written, and material culture of the Turks; family structure in the Turks; demographic and cultural consequences of migrations in Turkish history; the areas of spread of Turkish culture and its impact on neighboring geographies; the tangible and intangible cultural heritage of Turkey; the transmission of natural and cultural heritage to future generations.

### **Turkish Cultural History (2-0-2-3)**

Migration of the Turks from their homeland in Central Asia, pre-Islamic Turkish history and culture; examination of examples of their cultural heritage. The acceptance of Islam by the Turks and examination of their cultural heritage after Islam.

### **Turkish Music (2-0-2-3)**

Musical elements belonging to the Turkish communities living in Central Asia and Anatolia, Turkish mythology (human, creation, religious rituals and holidays, etc.), mythological elements in the Turkish Folk Music repertoire, musical genres existing in the Turkish States and Communities, the development of Turkish Folk Music and Turkish Art Music throughout history, the mutual interaction of different traditions and styles related to music, examination of instruments, composers, performers and sample works.

### **Turkish Art History (2-0-2-3)**

Art styles from Hun Art to the Gokturk, Uyghur, Karakhanid, Ghaznavid, Great Seljuk, Anatolian Seljuk, Beyliks and Ottoman periods, and examples of architecture, sculpture and painting from these periods are examined comparatively; starting from the Art of the Republican Period to today's Turkish artworks and artists.

### **Türkiye Geography (2-0-2-3)**

The location and position of Türkiye, Türkiye's physical characteristics (geology and geomorphology, climate, hydrographic features, soil structure, vegetation), socio-economic characteristics (population, settlement, agriculture, forestry, animal husbandry, energy, mining, industry, transportation, tourism, trade).

### **History of Civilization (2-0-2-3)**

The concept of civilization and its related fundamental concepts. The physical and cultural changes experienced by humans in prehistoric and historical periods, and the impact of this process of change on the present. An examination of civilizations established by humanity from past to present: the Mediterranean, Mesopotamian, Egyptian, Far Eastern, Indian, Central American (Aztec-Inca Civilizations), Central Asian Steppe Civilizations, and Western Civilization (European and American).

### **Three-Dimensional Design (2-0-2-3)**

The primary objective of this course is to foster the ability to think and see in three dimensions, enabling students to transform aesthetically pleasing designs into form. Three-dimensional design courses utilize clay and other materials to create three-dimensional arrangements and artistic forms, fostering visual skills, abstract thinking, and problem-solving skills. They also develop a visual language. By developing formal knowledge and creating creative three-dimensional forms, they pave the way for artistic expression. They are also fundamental art education methods that guide students in finding creative solutions in other areas of life. In addition to contributing significantly to the development of individual style and creativity, they also pave the way for utilizing the possibilities of three-dimensional form in artistic expression.

### Geography of Countries (2-0-2-3)

A general examination of the physical (landforms, climate, vegetation, hydrography and soil characteristics), human (population and settlement characteristics) and economic geography characteristics (agriculture, industry, mining, trade, tourism, etc.) of the continents of Asia, Europe, North America, South America, Oceania and Africa; an examination of the general geographical characteristics of some countries with high economic power in these continents and with economic, political and cultural relations with Turkey (such as Germany, the Russian Federation, the United States of America, Brazil and Australia, Azerbaijan and the Republic of South Africa); the continent of Antarctica.

### FIELD EDUCATION ELECTIVE COURSES (2-0-2-4)

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| <ul style="list-style-type: none"><li>• Contemporary Art</li><li>• Mural Painting (Applied)*</li><li>• Visual Culture</li><li>• Visual Arts Curricula</li><li>• Modeling/Sculpture (Applied)*</li><li>• Original Printmaking (Applied)*</li><li>• Art Criticism</li><li>• Philosophy of Art</li><li>• Art Concepts</li><li>• Art Teaching Practices</li><li>• Sociology of Art</li><li>• Turkish Mythology</li></ul> | <ul style="list-style-type: none"><li>• History of Civilization</li><li>• Stained Glass (Applied)*</li></ul> |
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\*These are practical courses. (1-2-2-5).

## FIELD EDUCATION: CODED ELECTIVE COURSE CONTENTS

### Contemporary Art (2-0-2-3)

Art movements and trends from the end of the 19th century to the present are discussed, and important artists and their works within these movements are discussed comparatively.

### Wall Painting (2-2-3-3)

The students will have a general view of the techniques related to wall painting and the mosaic fresco technique and will be able to analyze and apply the problems related to this technique.

### Visual Culture (2-0-2-3)

Visual culture studies is an interdisciplinary field of research situated at the intersection of fields such as cultural studies, art history, cinema, and media studies. This course will examine how visual culture, which forms the data field of these critical studies, is defined, and will begin by acknowledging that this new visual culture requires a field of research encompassing all visual technologies, from oil painting and television to graphics, sculpture, contemporary art practices/objects, and the internet, all related to visual information, its meanings, pleasure, and consumption. Arguments based on the view that "seeing" is not merely a biological phenomenon, but rather a historical and cultural one, will be examined.

### Visual Arts Curriculum (2-0-2-3)

Basic concepts related to curriculum; the development of visual arts curriculum from past to present; the approach, content, and skills aimed to develop of the current visual arts curriculum; learning and sub-learning areas; the distribution and boundaries of achievements according to grades, their relationship with other courses; the relationship between visual arts curriculum and grade levels; the methods, techniques, tools, and materials used; the measurement and evaluation approach; teacher competencies.

### Modeling (1-2-2-5) (Applied)

The modeling course primarily aims to help students grasp the fundamental plastic values of sculpture, the fundamental field of plastic arts, such as light and shadow, void-filling, and proportional relationships, and to develop a three-dimensional perspective. It also involves combining natural and geometric forms with plastic elements. Steps are taken to create two- and three-dimensional forms, and to develop aesthetic awareness by introducing texture and relief techniques. By utilizing the shaping capabilities of clay, three-dimensional designs and models are evaluated using technical and plastic concepts, creating a discussion environment. Based on these evaluations, ideas for future developments are developed.

### **Original Print (1-2-2-5) (Applied)**

The printmaking education program aims to develop the constructive and creative powers of aspiring artists through disciplined observation, developing the power of intuition, the foundation of creativity, and equipping them with the ability to interpret objects and their interconnectedness. It also aims to provide the necessary cultural education to foster a grasp of the nature and logic of art. It aims to cultivate creative, constructive, and pioneering designers who respond to the needs of the age and embrace contemporary art. Carrying out original, high-level educational projects aims to expand printmaking, a relatively new field of interest in our country, and to make it accessible to a wider audience.

### **Art Criticism (2-0-2-3)**

The printmaking education program aims to develop the constructive and creative powers of aspiring artists through disciplined observation, developing their intuition, the foundation of creativity, and equipping them with the ability to interpret objects and their relationships. It also aims to provide the necessary cultural education to foster a grasp of the nature and logic of art. It aims to cultivate creative, constructive, and pioneering designers who respond to the needs of the age and embrace contemporary art. Carrying out original, high-level educational projects aims to expand printmaking, a relatively new field of interest in our country, and to make it accessible to a wider audience.

### **Philosophy of Art (2-0-2-3)**

The ability to define the art object from an affective, intuitive, and rational perspective, and to examine the formation conditions of works/practices in terms of intellectual environments and periodic influences. Furthermore, this course will explore the fundamental concepts of aesthetics, focusing on establishing an intellectual platform for the artistic field, drawing on not only periodic influences but also the philosophical arguments of various thinkers.

### **Art Concepts (2-0-2-3)**

The goal is for students studying art to become knowledgeable and proficient in art-related concepts. In addition to the historical journey of art, the common and different dimensions of creativity in art and science will be explored.

### **Art Teaching Practices (2-0-2-3)**

Various techniques and practices that students who have taken the Main Art and Elective Art Studio courses and learned to use different techniques and materials will use to teach these practices that will enhance creativity in teaching; studies on interdisciplinary and intercultural artistic practices, considering the artistic developmental characteristics of primary and secondary school students and relating them to contemporary art approaches.

### **Sociology of Art (2-0-2-3)**

The relationship between art, society and politics is examined historically, the changing position, status, meaning and role of art and artists in the context of social conditions, and the characterization and aesthetic values of art in the process of social evolution are examined.

### **Turkish Mythology (2-0-2-3)**

Definition of mythology and concepts related to mythology; types of myths; relationship between religion-folk belief-mythology; mythology in the world; sources of Turkish mythology; mythology and shamanism; Turkish mythology-totemism-animism; text samples on Turkish mythology; animal symbolism in Turkish mythology; mythology and painting.

### **History of Civilization (2-0-2-3)**

The course begins with the emergence of humanity on Earth and continues with the Neolithic period and the settled world. Building on this framework, early civilizations and their relationship with Turkish civilization are examined. Following this stage, developments in the Mediterranean cultural basin, along with Indian and Chinese elements, are examined, and elements of civilization in the Middle Ages are examined. The Eastern cultural world and Eurasian civilizations are then examined, specifically, and the Renaissance, revolutions, and new developments in science, technology, social sciences, and the arts during the transition to the New World Order are examined. In the age of revolutions, the Enlightenment, the American Revolution, the French Revolution, and the modernization processes in Turkish civilization are examined. In the New World Order, ideologies, social contract characteristics, democracies, and the dominant ideologies of the 19th century are covered, and the course concludes with trends in 21st-century civilization.

### **Stained Glass (1-2-2-5) (Applied)**

Technical drawing, artistic technical drawing and use of tools and equipment, techniques, where it is used, definition of stained glass and types of stained glass, creating surface and three-dimensional forms, assembly techniques.