

KARABÜK UNIVERSITY

DIRECTIONS OF PEDAGOGICAL PROFICIENCY PROGRAMS

PART ONE

Purpose, Scope, Grounds and Definitions

Purpose

Article 1 – The purpose of this direction is to arrange the ways and facts related to doing courses of pedagogical proficiency subjects for those who possess specific qualifications and who are due to graduate from the faculties which exist in the chart in the appendix which is 07/07/2009 dated and 80 numbered decision that organize “ The Facts Related to Subjects in Return for Salary and Higher Education Programs That They Graduate Together with the Branches Which Base Appointments of Those Who Will Be Appointed to the Education Institutions Bound to the Ministry of National Education” of Ministry of National Education Head Council of Board of Education and Discipline.

Scope

Article 2 – This direction involves the provisions of the Pedagogical Proficiency Programs’ subjects necessary for making the participants acquire the teaching skills in Karabük University, related to charging individuals by taking their enthusiasm into account who graduated from universities with bachelor’s degree and who possess the specific qualifications determined with this direction.

Grounds

Article 3 – These facts were formed according to,

- a) The 14. Article of Higher Education Law numbered 2547,
- b) The 11. Article of Higher Education Personnel Law numbered 2914,
- c) The decisions related to evaluating the Pedagogical Proficiency Certificate Programs which will be held within the body of Higher Education Institutions and the decisions made in the Plenary Sessions of Higher Education dated 13/09/2012 and 27/09/2012,
- d) The decision of Ministry of National Education Board of Education and Discipline dated 07/07/2009 and numbered 80.

Definitions

Article 4 – The words in this direction mean;

- a) University: Karabük University,
- b) Rector: Rector of Karabük University,
- c) Senate: Senate of Karabük University,
- d) Department: Karabük University Faculty of Literature,
- e) KABÜSEM: Karabük University Continuing Training Research and Application Centre,
- f) Subject: Subjects of Pedagogical Proficiency Programs
- g) Semester: A semester of academic calendar accepted by the senate,

- h) Pedagogical Proficiency: A course in which skills of teaching profession are aimed to be acquired,
- i) Program Committee: Pedagogical Proficiency Program Committee responsible for governing the Pedagogical Proficiency Program,
- j) Department Committee: Pedagogical Proficiency Program Department Committee which consists of the members of academic members in the relevant department under the presidency of Department Committee,
- k) Department Coordinator: The academic member who is responsible for the program's being applied in the Pedagogical Proficiency Program Department.

PART TWO

Members, Committees, Administration and Decision

Members

Article 5 – Pedagogical Proficiency Program is organized and run with the following members:

- a) Pedagogical Proficiency Program Committee
- b) Pedagogical Proficiency Program Department Committee
- c) Department Coordinator

Pedagogical Proficiency Program Committee

Article 6 –

- (1) The committee consists of the following members:
 - a) Chief: Rector Assistant in charge of Head of Registrar's Office
 - b) Dean of Faculty of Literature
 - c) Karabük University Principal of Continuing Training Research and Application Center (When KABÜSEM Principal does not appear to be there, Assistant Principal takes on responsibility on behalf of the principal.)
 - d) Department Coordinator
- (2) The Committee is responsible for fulfilling the following duties:
 - a) In order to make the program more efficient, making the necessary arrangements in the subjects and their contents indicated on the Appendix 1 and Appendix2 charts,
 - b) Determining how many candidate students will benefit from the program which will be held,
 - c) On behalf of Pedagogical Proficiency Program, fulfilling the other duties which the 17. And 18. Articles of Higher Education Law numbered 2547 assign the other committees with the duties,
 - d) Concluding the demand and suggestions of the Department Committee related to Pedagogical Proficiency Program by evaluating.
- (3) The secretariat of the committee is governed by Karabük University Management of Continuing Training Research and Application Centre.

Pedagogical Proficiency Program Department Committee

Article 7 –

- (1) Committee consists of Educational Sciences Academic Members connected to the department responsible for arranging Pedagogical Proficiency Program.
- (2) The dean of the relevant department, if he finds it necessary, can run the committee by attending to it.
- (3) The committee is in charge of applying the decisions which Program Committee makes in the department and fulfilling the following duties:
 - a) Delivering the relevant documents together with the committee opinion by discussing the demands related to the Pedagogical Proficiency Program to Program Committee,
 - b) So as to make the Pedagogical Proficiency Program more efficient, taking the necessary precautions into account and informing/making recommendations to the Program Committee.

Department Coordinator

Article 8 –

- (1) This position is coordinated under the presidency of someone by dean of the department and vice-deans.
- (2) Coordinator is responsible for fulfilling the following duties:
 - a) Attending to the Pedagogical Proficiency Program Committee on behalf of the Pedagogical Proficiency Department Committee,
 - b) Presiding in the Pedagogical Proficiency Program Department Committee,
 - c) Making sure that the lists of the schools bound to the Ministry of National Education where the application part of the Teaching Internship Subject are prepared at the very latest in June for the fall-term and at the very latest in December for the spring-term; making sure that the lists of the those schools and the students who are going to go there are handed in Provincial Directorate for National Education,
 - d) Making sure that the decisions taken in Pedagogical Proficiency Program Department and coordination in the department and every activity about the program are being handled systematically and efficiently.

Third Section

Common principal about education

Pedagogical formation program

Paragraph 9

- (1) From pedagogical formation program,
 - (a) The ones who have graduated from faculties and colleges which are present in the list of “Faculties which are roots of departments” of the board of education and discipline and the list that is issued by The ministry of national education, Human resources management.
 - (b) Being already teacher within the ministry of national education and willing to develop her/his qualifications can benefit from that.

(2) Accomplishing pedagogical formation program does not give guarantee to be appointed as a teacher.

(3) Bachelors can complete pedagogical formation education in at least two years.

Application and admission principals

Paragraph 10 - The ones who want to improve their teaching skills and who want to make use of pedagogical formation program can apply pedagogical formation program if providing the conditions below:

- a) The ones who registered for undergraduate program before 2009-2010 can apply to pedagogical formation without diploma grade condition; however the ones who registered for undergraduate program after 2009-2010 can apply to the program if they can have 2,5 out of 4 or 65 out of 100.
- b) Bachelors can apply to Karabük University Continuing Education Research and Application Centre personally or online.
- c) If the number of applicants exceeds the quota, they will be preferred according to their diploma grade. If there is an evenness in the ranking, the date of application will be important.
- d) The applicants who haven't registered during application dates will be counted as have desisted from their application right. For the empty places, ones will be put from replacement list. If there is still any empty place despite that, there may be shift for other fields. In the first three weeks, the empty places will be filled with the ones from the list according to their grades.

Courses

Paragraph 11

- During the pedagogical formation program, courses are planned and carried out as shown in the appendix 1.

Re-registration

Paragraph 12 – Students who are to attend the program pay the periodical fee during the dates as defined in the academic calendar and complete the re-registration proceeding.

Education

Paragraph 13 – The education in the pedagogical formation program is carried out according to the courses in the appendix 1, their contents as shown in appendix 2 and regulations for associate, undergraduate degree examination.

Final Grade, Calculation and Examination

Paragraph 14

- (1) The grades in pedagogical formation does not affect graduation grades
- (2) The courses and grades in pedagogical formation are shown in a document (academic record)
- (3) Final Grade, Calculation and Examination are defined according to paragraphs 25,26 and 27 in the regulations for education of the university. To accomplish the program, it is enough to have 60 out of 100.

Accomplishment, Failure and Add-drop

Paragraph 15

- (1) Students who have completed all the courses in the program have the right to take certificate.
- (2) Projected education process is two semesters. The ones who can not complete the program in this process are given two more semesters. If they can not complete the program again in addition time, they are dismissed.
- (3) The students who leave the program for any reason can be given a document containing only grades of courses they have completed, but this document is not an academic record.

Fourth Section

Various and Last regulations

Education Fees

Paragraph 16

- (1) The program is paid and students who are to attend the program pay the periodical fee during the dates as defined in the academic calendar
- (2) Any pay-back is not possible for the students whatever their reasons are.

Instructors' Wage

Paragraph 17 – In the pedagogical formation program, the instructors are paid over the course hours within the frame of different regulations.

[Situations for which there are no provisions](#)

Paragraph 18

(1) For the [situations for which there are no provisions](#) here, verdicts of the regulations for education of the university, Pedagogical formation program, agency board of management are carried out.

(2) Regulatory provisions which the institution is subject to are valid in the practices which are carried on in the institutions under Ministry of National Education

Discipline

Article 19- Higher Education Student Disciplinary Regulations and other regulatory provisions are applied to the students participating in Pedagogical Formation Program.

Executive

Article 20- This directive come in to force on the date of acceptance by the Senate.

Executive

Article 21- The provisions of this directive are executed by the Rector of the University of Karabuk.

PROVISIONAL ARTICLE 1: Expression of the academic year at the time of this directive may differ from the period of time implemented by other academic units of the university only for the 2012-2013 Academic Year depending on the decision of the Board of Directors.

Appendix 1-Chart: Courses, Credits

CODE	COURSE TITLE	THEORY	PRACTICE	CREDIT	ECTS	SEMESTER
PFS 101	Introduction to Educational Sciences	2	0	2	2	First Semester
PFS 103	Theories and Approaches to Learning and Teaching	2	0	2	2	First Semester
PFS 105	Developmental psychology	2	0	2	2	First Semester
PFS 107	<u>Assessment and Evaluation</u>	2	0	2	2	First Semester
PFS 109	Curriculum Development and Teaching	2	0	2	2	First Semester

PFS 102	Classroom Management	2	0	2	2	Second Semester
PFS 104	Instructional Technologies and Material Design	2	2	3	3	Second Semester
PFS 106	Guidance	2	0	2	2	Second Semester
PFS 108	Special Education Methods	3	2	4	5	Second Semester
PFS 110	Teaching Practice ❖	2	6	5	8	Second Semester
	TOTAL	21	10	26	30	Second Semester

❖ *In this course, Candidate Teacher's Guide which is prepared by The Council of Higher Education is used to guide teaching practice for candidate teachers.*

Appendix 2-Course Contents

PFS 101- Introduction to Educational Sciences

Basic concepts of education, relationships with other disciplines and functions of education (philosophical, social, legal, psychological, economic, and political basics of education), historical development of education, trends in educational sciences in the 21st century, research methods in educational sciences, structure and properties of Turkish National Education System, the role of the teacher in education system, the properties of teaching profession, practices and developments in the field of teacher training.

PFS 103-Theories and Approaches to Learning and Teaching

Basic concepts (theories, principles, methods, techniques, strategies, tactics, style, style, model and approach), learning theories, instructional theories, and normative teaching theories, theorists working in the field, the transition from method to strategy, classifications about learning strategies, teaching strategies , classifications about teaching strategies, style-

strategy interaction, learning and teaching styles and style-oriented instructional design, examples of strategies which can be used to ensure effecting teaching service, problem based learning, project-based learning, story-based learning, scenario-based learning, and etc. Approaches and sample applications based on these approaches.

PFS 105- Developmental psychology

Basic concepts and principles of human development, theories of development, developmental stages; physical, cognitive, personality and moral development of childhood and adolescence, problems in adolescence and ways to cope with them.

PFS 107- Assessment and Evaluation

The importance of Assessment and Evaluation in education, basic concepts related to assessment and evaluation, the qualifications of assessment tools (reliability, validity, usefulness), assessment tools and their features used in education, tools based on traditional approaches (written exams, short-answer tests, true-false tests, multiple choice tests, matching tests, oral exams,), tools to know the students with different perspectives (observation, interview, performance evaluation, student portfolio, research papers, research projects, peer assessment, self-assessment, attitude scales), basic statistical procedures on assessment results, the learning outcomes and assessment, grading, development of measurement tools related to his/her field.

PFS 109-Curriculum Development and Teaching

Basic concepts, theoretical foundations of curriculum development (historical, philosophical, psychological, and social basics), curriculum designs and models curriculum development process (planning, design, testing and evaluation, bringing continuity to curriculum). Teaching principles, the importance and benefits of planned study, education planning (annual plan, daily plan and examples of activities), teaching methods and techniques, the association of those with application, new trends in education and teaching (active learning, multiple intelligences, constructivism, life-long learning, creative thinking, etc.), the duties and responsibilities of the teacher in enhancing the quality of teaching.

PFS 102- Classroom Management

Basic concepts related to classroom management, classroom communication and interaction, definition of classroom management, the different aspects and features of the concept of classroom management from classroom discipline, the factors in the classroom and outside the classroom affecting classroom environment, classroom management models, development and application of the rules in the classroom, physical arrangement of class, the management of undesirable behaviors in classroom, time management in classroom, classroom organization, creating a classroom environment conducive to learning (examples and suggestions).

PFS 104- Instructional Technologies and Material Design

Concepts related to instructional technology, the properties of various instructional technologies, the use of instructional technologies in teaching process, the determination of school and classroom technology needs, planning and execution of appropriate technology, the development of two- and three-dimensional materials through instructional technology, the development of teaching materials (worksheets, designing activities, overhead transparencies, slides, visual media (VCD, DVD), computer-based tools, the investigation of educational software, the evaluation of a variety of teaching materials having various qualifications, internet and distance learning, visual design principles, researches into the effects of teaching materials, the use of educational technology in Turkey and around the world.

PFS 106- Guidance

Basic concepts, student personal services, psychological counseling and the importance of guidance in those services, the principles of guidance, the development of guidance, types of counseling and guidance, services (services), techniques, organization and personnel, new developments in the field, student recognition techniques, counselor and teacher collaboration, teacher's guidance tasks.

PFS 108- Special Education Methods

Basic concepts particular to this field and the relationship of these concepts with teaching the field, the legal basis of the field including the Constitution and Basic Law of National Education, the general purposes of teaching the field; methods, techniques, tools and materials that are used (objectives, acquisition, theme, unit, activity, etc.), analysis and evaluation of course book, teacher book and student workbook.

PFS 110- Teaching Practice

Preparing a daily plan every week, putting in practice the plan prepared at Application School; the evaluation of practice by teachers, teaching staff at school and the student who practice, making necessary corrections in accordance with assessments, reapplication, preparing a portfolio reflecting application studies.

- ❖ *In this course, Candidate Teacher's Guide which is prepared by The Council of Higher Education is used to guide teaching practice for candidate teachers.*

This directive was adopted by the Senate Resolution with no 2012/09-59 and date 11.09.2012.