

Course Code	Course Name	Teoretical	Practice	Laboratory	Credits	ECTS
MB 401	TEACHING PRACTICE 1	2.00	6.00	0.00	5.00	10.00
Course Detail						
Course Language	: Turkish					
Qualification Degree	: Bachelor					
Course Type	: Compulsory					
Preconditions	: Not					
Objectives of the Course	: The aim of this course is to enable prospective mathematics teachers to apply the knowledge and skills they have acquired about the teaching profession by actively participating in educational activities in practice schools. In this way, it is intended to enhance their professional competencies and increase their readiness for the teaching profession.					
Course Contents	: This course includes observing instructional methods and techniques specific to mathematics education; conducting individual and group-based micro-teaching practices using these methods and techniques; and developing subject-specific activities and instructional materials. It also covers preparing learning environments, managing the classroom, conducting assessment and evaluation processes, and engaging in reflective practices related to teaching.					
Recommended or Required Reading	: There is no officially assigned textbook for this course; however, various academic resources, articles, and guides related to teaching practice, classroom management, instructional methods, and assessment and evaluation will be utilized. Course materials will include lecture notes and presentations on instructional processes, classroom management, and evaluation methods; observation forms for use in practice schools; sample lesson plans; and effective teaching materials. To strengthen their theoretical background during teaching practice, students are recommended to refer to the following resources: Kiroğlu (2018) Teaching as a Profession, Şahin & Demir (2022) A Critical View on the Teaching Profession, Akkuş (2021) My Name is Teacher, Carter (2025) The Education of Little Tree, Petrov (2022) In the Land of White Lilies, Glasser (2016) The School Without Failure, Rose (2019) The End of Average, Khan (2021) The One World Schoolhouse, and Aktepe & Yalçınkaya (Eds.) (2014) School Experience and Teaching Practice in Theory and Practice.					
Planned Learning Activities and Teaching Methods	: This course is conducted over a total of 8 hours per week, including 2 hours of theoretical instruction and 6 hours of practical experience (internship in a secondary school affiliated with the Ministry of National Education). Within the scope of the course, prospective teachers are expected to observe instructional methods and techniques specific to their subject area; conduct individual and group-based micro-teaching practices using these methods; develop effective activities and teaching materials suitable for mathematics education; and gain experience in preparing instructional environments and managing classrooms. In addition, candidates will use assessment and evaluation techniques to analyze teaching processes and carry out reflective evaluations of their practices to support their professional development. Throughout this process, problem-based learning, collaborative learning, and applied teaching approaches will be emphasized in order to foster critical thinking, analysis, evaluation, and practical teaching skills among prospective teachers.					
Recommended Optional Programme Components	: In this course, students' regular participation in theoretical classes and active involvement in the practicum process are of great importance. Observations, micro-teaching practices, and lesson planning activities carried out during the internship should be conducted with diligence and a strong sense of responsibility in order to support the professional development of prospective teachers. Students are expected to observe lessons in their assigned secondary schools, interact with teachers and students, analyze instructional processes, and prepare detailed observation reports. Furthermore, they are encouraged to take an active role in the practicum by conducting lessons, experimenting with classroom management strategies, and developing instructional materials. To effectively transfer theoretical knowledge into practice, students are advised to review relevant academic literature beforehand and conduct research on teaching methods and assessment techniques. During the practicum, students should systematically document their experiences through practice reports, evaluation forms, and reflective journals to foster reflective thinking skills. For the effective implementation of this course, the development of time management, collaboration, teamwork, and communication skills is essential. Participation in conferences, seminars, and professional development workshops is encouraged to enhance students' awareness of the teaching profession and strengthen their pedagogical competencies. Adherence to ethical principles, maintenance of academic integrity, and implementation of all instructional practices in accordance with pedagogical principles are among the core expectations of this course.					
Course Instructors	: Prof. Dr. Şenol Kartal					
Instructor's Assistants	: There is no teaching assistant for this course.					
Presentation Of Course	: This course will be conducted over a total of 8 hours per week, consisting of 2 hours of theoretical instruction and 6 hours of practicum (internship at a secondary school affiliated with the Ministry of National Education). The theoretical component will cover fundamental concepts related to the teaching profession, subject-specific instructional methods and techniques, classroom management, instructional material development, and assessment and evaluation strategies. During the practicum, prospective teachers will carry out classroom observations, analyze instructional processes, implement micro-teaching sessions, and independently prepare and conduct lesson plans. To ensure active student engagement, instructional methods such as observation, micro-teaching, lesson presentation, material design, classroom management exercises, and reflective assessment will be utilized. Throughout the course, problem-based learning, collaborative learning, and applied instructional approaches will be adopted to enhance students' critical thinking, evaluation, and practical teaching skills. In addition, university supervisors will periodically visit the practicum schools to observe teacher candidates, assess their performance, and provide constructive feedback to support their professional development.					
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Dosya İndirilme Tarihi	: 8/24/2025					

## Course Outcomes

## Upon the completion of this course a student :

- 1 Develops professional competencies by teaching in different classes at the practicum school.
- 2 Understands the curriculum of their subject area, evaluates textbooks, and conducts assessment and evaluation.
- 3 Improves himself/herself by sharing the experiences gained during the teaching practicum with peers and the practicum supervisor.
- 4 Improves competencies in classroom management, lesson planning, and instructional implementation.

## Preconditions

Course Code	Course Name	Teoretical	Practice	Laboratory	Credits	ECTS
Weekly Contents						Course Learning Outcomes
Teoretical	Practice	Laboratory	Preparation Info	Teaching Methods		Course Learning Outcomes

	<b>Teoretical</b>	<b>Practice</b>	<b>Laboratory</b>	<b>Preparation Info</b>	<b>Teaching Methods</b>	<b>Course Learning Outcomes</b>
1. Week	*Observing subject-specific teaching methods and techniques			<p>*Before starting this course, prospective teachers are expected to have foundational knowledge of instructional methods and techniques, assessment and evaluation, classroom management, and instructional material development. In addition, having reviewed the curriculum of their subject area and revisiting relevant theoretical concepts will enhance the overall effectiveness of the course. Prior to beginning the practicum, students are encouraged to gather preliminary information about the structure of the school, the class levels, and the weekly course schedule. This preparation will support more effective participation in observation and teaching activities. As part of the preparatory process, students are advised to review relevant academic sources and reflect on any prior experiences related to teaching practice.</p>	<p>*A variety of teaching methods will be employed in this course to support the development of prospective teachers' professional knowledge and skills. In the theoretical sessions, interactive methods such as lecture, discussion, question-and-answer, case study analysis, and brainstorming will be predominantly used. During the practicum, active participation and experiential learning will be encouraged through methods such as micro-teaching, observation, hands-on teaching, role-playing, problem-based learning, and collaborative learning. In addition, reflective thinking practices will be incorporated to help students reinforce their in-class experiences through reflective analysis. The teaching methods applied throughout the course are designed to support both individual and group-based learning processes.</p>	Ö.Ç.1 Ö.Ç.1 Ö.Ç.1
2. Week	*Observing subject-specific teaching methods and techniques			<p>*Before starting this course, prospective teachers are expected to have basic knowledge of instructional methods and techniques, classroom management, assessment and evaluation, and instructional material development. Reviewing the curriculum of their subject area, revisiting relevant academic resources, and refreshing their theoretical knowledge of teaching processes will contribute to the efficiency of the course. Prior to the practicum, obtaining preliminary information about the structure of the practicum school, its timetable, and class levels will help increase the effectiveness of observation and practice activities. In addition, students are encouraged to reflect on their previous experiences related to teaching practice and to develop a reflective perspective in order to strengthen their preparation.</p>	<p>*Various teaching methods will be employed in this course to support the professional development of prospective teachers. In the theoretical sessions, methods such as lecture, discussion, question-and-answer, case study analysis, and brainstorming will be applied. During the practicum, students will actively participate through micro-teaching, observation, hands-on teaching, role-playing, problem-based learning, and collaborative learning. In addition, reflective assessment activities will be conducted to reinforce students' experiences throughout the course, with the aim of enhancing their skills in critical thinking, planning, implementation, and evaluation.</p>	Ö.Ç.1 Ö.Ç.1 Ö.Ç.1
3. Week	*Conducting individual and group micro-teaching practices using subject-specific instructional methods and techniques			<p>*Before starting this course, prospective teachers are expected to have basic knowledge of instructional methods and techniques, classroom management, assessment and evaluation, and instructional material development. Reviewing the curriculum of their subject area, revisiting relevant academic sources, and refreshing their theoretical knowledge will contribute to the effective delivery of the course. Prior to the practicum, obtaining information about the structure of the practicum school, its timetable, and the grade levels will increase the efficiency of observation and practice activities. In addition, students are encouraged to reflect on their previous experiences related to teaching practice and to develop a reflective perspective as part of their preparation.</p>	<p>*This course will be delivered through a variety of teaching methods designed to enhance both the theoretical knowledge and practical skills of prospective teachers. In the theoretical sessions, the lecture method will be used to present core concepts, while discussion and question-and-answer techniques will encourage students to share ideas and evaluate different perspectives. In the practicum, methods such as micro-teaching, role-playing, drama, problem solving, and collaborative learning will play a central role in fostering hands-on experience. In addition, reflective practices will be integrated into the course to help students critically analyze and improve their teaching experiences. Through this approach, the aim is to prepare teacher candidates not only as knowledge transmitters but also as professionals who can plan, manage, and evaluate the learning process effectively.</p>	Ö.Ç.2 Ö.Ç.3 Ö.Ç.2 Ö.Ç.3 Ö.Ç.2 Ö.Ç.3

	<b>Teoretical</b>	<b>Practice</b>	<b>Laboratory</b>	<b>Preparation Info</b>	<b>Teaching Methods</b>	<b>Course Learning Outcomes</b>
4. Week	*Conducting individual and group micro-teaching practices using subject-specific instructional methods and techniques			<p>*Before starting this course, prospective teachers are expected to possess prior knowledge in key areas such as instructional methods, classroom management, assessment and evaluation, and instructional material development. Reviewing their subject-specific curriculum and relevant academic resources will contribute to the effectiveness of observations and practices during the course. Prior to the practicum, becoming familiar with the structure of the school, the flow of lessons, and the student profile will provide a strong foundation for classroom observations and teaching practices. Furthermore, reflecting on previous experiences and adopting a reflective perspective will help teacher candidates strengthen their professional competencies and achieve the intended outcomes of the course.</p>	<p>*The teaching of this course will integrate theoretical knowledge with practical experience through a variety of methods. In the theoretical component, expository teaching and presentations will be employed to convey fundamental concepts, while discussion and interactive question-and-answer sessions will be used to deepen understanding. During the practicum, active participation will be fostered through micro-teaching, scenario-based practices, role-playing, drama, collaborative group work, and problem-solving activities. In addition, reflective journals and peer feedback will serve as key tools to help teacher candidates critically evaluate their classroom experiences. By combining these methods, the course aims not only to build knowledge, but also to enhance planning, implementation, evaluation, and self-reflection skills essential for professional growth.</p>	Ö.Ç.2 Ö.Ç.3 Ö.Ç.2 Ö.Ç.3 Ö.Ç.2 Ö.Ç.3
5. Week	*Developing subject-specific activities and instructional materials			<p>*Before taking this course, prospective teachers are expected to review the fundamental concepts of the teaching profession and revisit the theoretical knowledge they have acquired in educational sciences. Examining the curriculum of their subject area, evaluating textbooks, and consulting resources on teaching methods and assessment techniques will enhance the efficiency of the course. In addition, reviewing the section "Planning the Activities to be Conducted in School Experience and Teaching Practice Courses" in Aktepe, V. &amp; Yalçinkaya, E. (2014). School Experience and Teaching Practice in Theory and Practice. Pegem Akademi Publishing will help students prepare more effectively for the practicum process. Prior to the practicum, becoming familiar with the structure of the practicum school, the timetable, student profiles, and classroom environment will provide a strong foundation for classroom observations and teaching practices. Furthermore, reflecting on previous experiences and adopting a reflective perspective will support teacher candidates in making their learning experiences more meaningful throughout the course.</p>	<p>*In this course, a variety of teaching methods will be employed to enhance both the theoretical knowledge and practical skills of prospective teachers. In the theoretical component, methods such as lecturing, question-and-answer sessions, discussion, case study analysis, and interactive presentations will be used to help students grasp core concepts and consider multiple perspectives. During the practicum, active participation will be fostered through micro-teaching, role-playing, drama, collaborative group work, problem-based learning, and hands-on activities. Furthermore, reflective journals, peer assessment, and feedback sessions will be incorporated to refine the experiences gained in the classroom. By combining these approaches, the course aims not only to provide knowledge but also to develop essential competencies in lesson planning, implementation, evaluation, and professional self-reflection.</p>	Ö.Ç.2 Ö.Ç.3 Ö.Ç.2 Ö.Ç.3 Ö.Ç.2 Ö.Ç.3

	<b>Teoretical</b>	<b>Practice</b>	<b>Laboratory</b>	<b>Preparation Info</b>	<b>Teaching Methods</b>	<b>Course Learning Outcomes</b>
6. Week	*Developing subject-specific activities and instructional materials			<p>*Before starting this course, prospective teachers are expected to review their foundational theoretical knowledge in educational sciences, with particular emphasis on instructional methods, classroom management, assessment and evaluation, and instructional material development. Examining the curriculum specific to their subject area, critically evaluating textbooks, and revisiting sample lesson plans will help them engage more effectively in practicum activities. In addition, reviewing the section "Planning the Activities to be Conducted in School Experience and Teaching Practice Courses" in Aktepe, V. &amp; Yalçınkaya, E. (2014). School Experience and Teaching Practice in Theory and Practice. Pegem Akademi Publishing will enhance teacher candidates' awareness of practicum requirements. Prior to the practicum, obtaining information about the structure of the practicum school, lesson procedures, and student profiles will contribute to the efficiency of classroom observations and teaching practices. Furthermore, by reflecting on their previous learning and teaching experiences, students are encouraged to develop a reflective perspective that will enable them to transform their practicum experiences into meaningful contributions to their professional growth.</p>	<p>*In this course, a variety of teaching methods will be employed to enhance both the theoretical knowledge and practical skills of prospective teachers. In the theoretical sessions, lecturing will be used to introduce key concepts, question-and-answer and discussion will reinforce learning, case study analysis will help examine real-life situations, and brainstorming will encourage idea generation. During the practicum, active student participation will be promoted through micro-teaching practices, role-playing, drama, problem-based learning, collaborative learning, and hands-on activities. To support reflection and evaluation, reflective journals, peer feedback, and evaluation forms will be integrated into the course. Moreover, reviewing the activity planning approaches suggested in Aktepe &amp; Yalçınkaya (2014) will guide teacher candidates in designing instructional processes more consciously. By employing this comprehensive set of methods, the course aims not only to provide knowledge but also to foster essential competencies in planning, implementation, evaluation, and self-reflection.</p>	Ö.Ç.2 Ö.Ç.3 Ö.Ç.2 Ö.Ç.3 Ö.Ç.2 Ö.Ç.3
7. Week	*Preparing instructional environments			<p>*Before starting this course, prospective teachers are expected to review their fundamental theoretical knowledge of the teaching profession, particularly in the areas of instructional methods, classroom management, assessment and evaluation, and instructional material development. To ensure a more effective course experience, students are encouraged to examine the curriculum specific to their subject area, critically evaluate textbooks, and review sample lesson plans. In addition, studying the section "Planning the Activities to be Conducted in School Experience and Teaching Practice Courses" in Aktepe &amp; Yalçınkaya (2014). School Experience and Teaching Practice in Theory and Practice. Pegem Akademi Publishing will help teacher candidates prepare for the practicum process in a more conscious and systematic way. Gaining prior knowledge about the practicum school's structure, timetable, and student profile, as well as reflecting on previous experiences and developing a reflective perspective, will make the outcomes of this course more meaningful.</p>	<p>*The course will be delivered through a combination of teaching methods designed to foster both theoretical understanding and practical experience. In the theoretical sessions, lectures and presentations will be employed to support knowledge transfer, while discussion, question-and-answer, and case study analysis will be used to encourage active participation and critical thinking. During the practicum, prospective teachers will develop their professional skills through micro-teaching, drama, role-playing, collaborative learning, problem-based learning, and hands-on activities. In addition, reflective journals, peer feedback, and supervisor observations will serve as important tools for evaluating and improving teaching practices. By integrating these methods, the course aims not only to provide theoretical knowledge but also to strengthen competencies in lesson planning, classroom management, instructional practice, and professional self-reflection.</p>	Ö.Ç.3 Ö.Ç.4 Ö.Ç.3 Ö.Ç.4 Ö.Ç.3 Ö.Ç.4
8. Week	*Midterm exam week			*Midterm exam week	*Midterm exam week	

	<b>Teoretical</b>	<b>Practice</b>	<b>Laboratory</b>	<b>Preparation Info</b>	<b>Teaching Methods</b>	<b>Course Learning Outcomes</b>
9. Week	*Preparing instructional environments			<p>*Before starting this course, prospective teachers are advised to review the fundamental concepts of the teaching profession and the knowledge they have acquired in the field of educational sciences. In particular, examining their subject-specific curriculum, evaluating textbooks from a pedagogical perspective, and analyzing previously prepared lesson plans will contribute to the effectiveness of the course. Prior to the practicum, becoming familiar with the structure of the practicum school, classroom dynamics, student profiles, and lesson procedures will help teacher candidates participate more consciously in observations and practices. In addition, reviewing the section "Preparing the Unit-Based Annual Plan and Lesson Plan" in Aktepe &amp; Yalçınkaya (2014). School Experience and Teaching Practice in Theory and Practice. Pegem Akademi Publishing will enable teacher candidates to approach planning processes in a more systematic and informed way. Reflecting on previous experiences and developing a reflective perspective will further ensure that the learning outcomes gained throughout this course make a stronger contribution to their professional development.</p>	<p>*This course will be conducted using a wide range of teaching methods designed to strengthen both the theoretical knowledge and practical skills of prospective teachers. In the theoretical sessions, lectures and presentations will be used to convey fundamental concepts, while discussion, question-and-answer sessions, and case study analysis will encourage active student participation. In the practicum component, micro-teaching practices, drama and role-playing, collaborative learning, scenario-based activities, and problem-based learning will be emphasized to provide hands-on experience and foster professional growth. Furthermore, reflective journals, peer evaluations, and supervisor feedback will serve as essential tools to support students' professional development. By integrating these methods, the course aims not only to provide knowledge but also to develop competencies in planning, implementation, analysis, and self-assessment, which are fundamental for effective teaching.</p>	Ö.Ç.3 Ö.Ç.4 Ö.Ç.3 Ö.Ç.4 Ö.Ç.3 Ö.Ç.4
10. Week	*Managing the classroom			<p>*Before starting the course, prospective teachers are encouraged to revisit their theoretical knowledge in educational sciences to approach teaching processes with greater awareness. In particular, reviewing their subject-specific curriculum, evaluating textbooks through pedagogical criteria, and analyzing previously prepared lesson plans will improve their readiness for practicum activities. Prior to the practicum, gaining insights into the structure of the school, lesson procedures, classroom environment, and student profiles is of great importance. Moreover, reviewing the section "Classroom Management Skills in Teaching Practice" in Aktepe &amp; Yalçınkaya (2014). School Experience and Teaching Practice in Theory and Practice. Pegem Akademi Publishing will help teacher candidates develop a more conscious approach to classroom management. Reflecting on their previous experiences and adopting a reflective perspective will also support the deepening of their professional competencies.</p>	<p>*The course will employ a wide range of teaching methods that integrate theory and practice. In the theoretical component, expository teaching, presentations, question-and-answer sessions, discussions, and case study analysis will be used to ensure students' understanding of fundamental concepts. To stimulate deeper thinking, brainstorming and problem-based learning activities will also be incorporated. In the practicum, professional growth will be fostered through micro-teaching, drama, role-playing, collaborative group work, scenario-based practices, and hands-on activities. In addition, reflective journals, peer assessment, and supervisor feedback will be integral to reinforcing classroom experiences and promoting self-improvement. Through the combined use of these methods, the course aims not only to provide theoretical knowledge but also to cultivate essential skills in planning, implementation, evaluation, and professional self-reflection.</p>	Ö.Ç.4 Ö.Ç.4 Ö.Ç.4

	<b>Teoretical</b>	<b>Practice</b>	<b>Laboratory</b>	<b>Preparation Info</b>	<b>Teaching Methods</b>	<b>Course Learning Outcomes</b>
11. Week	*Managing the classroom			<p>*Before starting this course, prospective teachers are encouraged to review their theoretical knowledge to take a more active role in teaching processes. In particular, examining their subject-specific curriculum, critically evaluating textbooks, and analyzing sample lesson plans will allow them to engage more consciously in practicum activities. Prior to the practicum, gaining insights into the structure of the school, lesson procedures, student characteristics, and classroom dynamics will enhance the quality of both observations and practices. Moreover, reviewing the section "Classroom Management Skills in Teaching Practice" in Aktepe &amp; Yalçınkaya (2014). School Experience and Teaching Practice in Theory and Practice. Pegem Akademi Publishing will strengthen teacher candidates' awareness and understanding of classroom management. Finally, by reflecting on their previous experiences and developing a reflective perspective, students will be better prepared to transform the experiences gained during this course into meaningful contributions to their professional development.</p>	<p>*The delivery of this course will combine both theoretical and practical approaches to ensure active student engagement in the learning process. In the theoretical component, lectures, question-and-answer sessions, discussions, case study analysis, and brainstorming will be employed to facilitate students' understanding of core concepts. In the practicum, emphasis will be placed on micro-teaching practices, drama and role-playing activities, problem-based learning, collaborative learning, and hands-on instructional practices to help teacher candidates gain experience and strengthen their classroom skills. In addition, reflective journals, peer evaluations, and supervisor feedback will be integrated to make practicum experiences more meaningful and constructive. Through the combined use of these methods, the course aims not only to provide theoretical knowledge but also to foster competencies in lesson planning, classroom management, instructional implementation, and professional self-reflection.</p>	Ö.Ç.3 Ö.Ç.4 Ö.Ç.3 Ö.Ç.4 Ö.Ç.3 Ö.Ç.4
12. Week	*Managing the classroom			<p>*Before starting this course, prospective teachers are encouraged to review the fundamental theoretical knowledge they have acquired in educational sciences in order to manage instructional processes more effectively. In particular, examining subject-specific curricula, critically evaluating textbooks, and analyzing sample lesson plans will strengthen their readiness for practicum activities. Prior to the practicum, becoming familiar with the physical structure of the school, classroom environment, student profiles, and lesson procedures will enable teacher candidates to participate more consciously in observation and teaching practices. In addition, reviewing the section "Classroom Management Skills in Teaching Practice" in Aktepe &amp; Yalçınkaya (2014). School Experience and Teaching Practice in Theory and Practice. Pegem Akademi Publishing will enhance their awareness of classroom management. Moreover, by reflecting on their past experiences and developing a reflective perspective, students will ensure that the knowledge and skills gained throughout the course make a stronger contribution to their professional growth.</p>	<p>*The teaching of this course will integrate theoretical knowledge with practical experience through a variety of methods. In the theoretical component, expository teaching and presentations will be employed to support students' understanding of key concepts, while question-and-answer sessions, discussions, and case study analysis will be used to foster critical thinking and active participation. During the practicum, methods such as micro-teaching, role-playing, drama, collaborative learning, and problem-based learning will be emphasized to provide hands-on classroom experience. Furthermore, reflective journals, peer feedback, and supervisor observations will serve as essential tools to consolidate practicum experiences and allow students to evaluate their professional growth. By combining these methods, the course aims not only to provide knowledge but also to develop essential skills in lesson planning, classroom management, instructional practice, and reflective self-assessment.</p>	Ö.Ç.3 Ö.Ç.4 Ö.Ç.3 Ö.Ç.4 Ö.Ç.3 Ö.Ç.4

	<b>Teoretical</b>	<b>Practice</b>	<b>Laboratory</b>	<b>Preparation Info</b>	<b>Teaching Methods</b>	<b>Course Learning Outcomes</b>
13. Week	*Conducting assessment, evaluation, and reflection.			<p>*Before starting this course, prospective teachers are advised to revisit key concepts and approaches in education in order to take a more active role in the teaching process. Reviewing their subject-specific curriculum, critically evaluating textbooks, and analyzing previously prepared lesson plans will help them prepare more consciously for practicum activities. Prior to the practicum, gaining insights into the structure of the school, classroom environment, lesson procedures, and student profiles will improve the quality of observations and teaching practices. In addition, reviewing the section "Evaluation of Teaching Practice Activities and Preparing a Portfolio Reflecting School Experience and Teaching Practice Studies" in Aktepe &amp; Yalçınkaya (2014). School Experience and Teaching Practice in Theory and Practice. Pegem Akademi Publishing will contribute to the development of a more systematic and reflective perspective during the practicum process. Moreover, by reflecting on their previous learning experiences and adopting a reflective approach, students will ensure that the knowledge and skills acquired throughout this course make a stronger contribution to their professional development.</p>	<p>*This course will be delivered through a variety of methods designed to enhance both the theoretical knowledge and practical skills of prospective teachers. In the theoretical sessions, lectures and presentations will be used to introduce key concepts, while question-and-answer sessions, discussions, and case study analysis will encourage active participation. In the practicum component, emphasis will be placed on micro-teaching, role-playing, drama, collaborative learning, problem-based learning, and hands-on activities to foster classroom experience and skill development. In addition, reflective journals, peer evaluations, and supervisor feedback will be integrated to ensure that students critically assess and improve their teaching practices. By combining these methods, the course aims not only to provide knowledge but also to strengthen teacher candidates' competencies in lesson planning, classroom management, instructional practice, and professional self-reflection.</p>	Ö.Ç.4 Ö.Ç.4 Ö.Ç.4
14. Week	*Conducting assessment, evaluation, and reflection			<p>*Before starting this course, prospective teachers are advised to review the fundamental concepts of the teaching profession and the knowledge they have acquired in the field of educational sciences. Examining their subject-specific curriculum, critically evaluating textbooks, and analyzing previously prepared lesson plans will help them engage more consciously in practicum activities. Prior to the practicum, gaining insights into the structure of the school, classroom environment, lesson flow, and student profiles will increase the efficiency of observation and practice processes. In addition, reviewing the section "Evaluation of Teaching Practice Activities and Preparing a Portfolio Reflecting School Experience and Teaching Practice Studies" in Aktepe &amp; Yalçınkaya (2014). School Experience and Teaching Practice in Theory and Practice. Pegem Akademi Publishing will help students develop a more conscious approach to both evaluation and portfolio preparation. Furthermore, reflecting on their past learning experiences and adopting a reflective perspective will ensure that the knowledge and skills acquired throughout this course make a stronger contribution to their professional growth.</p>	<p>*This course will be conducted using a variety of teaching methods aimed at ensuring active student participation and enhancing professional competencies. In the theoretical sessions, lectures and presentations will be used for knowledge transfer, discussions and question-and-answer sessions will encourage critical thinking, case studies will provide opportunities to analyze real-life situations, and brainstorming will foster creativity. During the practicum, methods such as micro-teaching, drama, role-playing, problem-based learning, collaborative group work, and hands-on activities will be emphasized to support professional practice. In addition, reflective journals, peer evaluations, and supervisor feedback will be utilized to help teacher candidates systematically assess their progress. Thus, the main objective of the course is not only to provide knowledge, but also to develop competencies in lesson planning, implementation, evaluation, and reflective self-assessment.</p>	Ö.Ç.4 Ö.Ç.4 Ö.Ç.4

	Teoretical		Practice		Laboratory		Preparation Info		Teaching Methods		Course Learning Outcomes
15. Week	*Conducting assessment, evaluation, and reflection						*Before starting this course, prospective teachers are expected to review their foundational knowledge in educational sciences and strengthen their theoretical background related to the teaching profession. In particular, examining subject-specific curricula, evaluating textbooks from a pedagogical perspective, and analyzing sample lesson plans will help them engage more consciously in practicum activities. Prior to the practicum, conducting preliminary research on the structure of the school, classroom environment, student characteristics, and lesson procedures will improve the quality of observations and practices. Furthermore, reviewing the section "Evaluation of Teaching Practice Activities and Preparing a Portfolio Reflecting School Experience and Teaching Practice Studies" in Aktepe & Yalçınkaya (2014). School Experience and Teaching Practice in Theory and Practice. Pegem Akademi Publishing will provide a more systematic approach to both the evaluation process and portfolio preparation. Additionally, reflecting on previous experiences and adopting a reflective perspective will ensure that the knowledge and skills acquired during this course contribute more effectively to their professional development.		*The delivery of this course will integrate a variety of teaching methods to ensure that prospective teachers not only gain theoretical knowledge but also acquire practical classroom experience. In the theoretical component, lectures and presentations will be used for knowledge transfer, while question-and-answer sessions, discussions, case study analysis, and brainstorming will promote active participation and critical thinking. In the practicum, emphasis will be placed on micro-teaching practices, drama, role-playing, collaborative learning, problem-based learning, and hands-on activities to strengthen professional skills. To support self-evaluation and continuous development, reflective journals, peer assessments, and supervisor feedback will be integrated into the process. Through this combined use of methods, the course aims to help teacher candidates not only acquire knowledge but also develop competencies in lesson planning, classroom management, instructional practice, and reflective self-assessment.		Ö.Ç.4 Ö.Ç.4 Ö.Ç.4

Assesment Methods %
1 Final : 100.00
2 Vize : 0.00

ECTS Workload			
Activities	Count	Time(Hour)	Sum of Workload
Uygulama / Pratik Sonrası Bireysel Çalışma	14	6.00	84.00
Ders Öncesi Bireysel Çalışma	14	2.00	28.00
Uygulama / Pratik	14	6.00	84.00
Küçük Grup Çalışması	14	2.00	28.00
Rapor	14	2.00	28.00
Proje	1	2.00	2.00
Araştırma Sunumu	14	2.00	28.00
Alan Çalışması	14	2.00	28.00
Total : 310.00			
Sum of Workload / 30 ( Hour ) : 10			
ECTS : 10.00			

Program And Outcome Relation																								
	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17	P.O. 18	P.O. 19	P.O. 20	P.O. 21	P.O. 22	P.O. 23	P.O.
L.O. 1	4	0	0	0	0	4	0	4	4	0	0	0	0	0	0	0	0	0	4	0	0	0	0	4
L.O. 2	4	0	0	0	0	4	0	4	4	0	0	0	0	0	0	4	4	4	0	0	0	0	0	4
L.O. 3	0	0	0	0	0	0	0	0	0	0	0	0	4	4	4	4	4	4	0	0	0	0	0	4
L.O. 4	0	0	4	0	4	0	0	0	4	0	0	0	0	0	4	4	4	4	0	0	0	0	0	0
Average	2.00	0	1.00	0	1.00	2.00	0	2.00	3.00	0	0	0	1.00	1.00	3.00	3.00	3.00	2.00	0	0	0	1.00	3.00	

BEWARE OF PLAGIARISM Please pay attention to proper academic citation rules and avoid plagiarism, an unethical and academically fraudulent behavior, when completing reports, assignments, or other academic works, and it is treated with the same disciplinary action as cheating in a classroom setting. It is imperative to refrain from presenting another person's ideas, language, expressions, or any other form of intellectual property as your own. Regardless of quality, your assignments/projects/research should reflect your original work. Perfection is not a requirement, and in case of any uncertainties regarding academic writing guidelines, you may seek clarification from your course instructor.

Engel Durumu/Uyarlama Talebi : Engel durumuna ilişkin herhangi bir uyarlama talebinde bulunmak isteyen öğrenciler, dersin öğretim elemanı ya da Nevşehir Engelli Öğrenci Birimi ile en kısa sürede iletişime geçmelidir.