Course Syllabus

Code - Course Title	**EPÖ521 - Thinking Skills**
Course Type	I. SEMESTER
Laboratory + Practice	3+0
ECTS	**6.0**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	DOÇ. DR. BÜLENT ALAN

Mode of Delivery	The mode of delivery of this course is face to face.
Place of Delivery	On Campus
Used Educational Platforms	Face-to-face
Prerequisites	There is no prerequisite or co-requisite for this course.
Courses Recomended	There is no recommended optional programme component for this course.

Recommended Resources	Akkuş-Çakır, N., & Senemoğlu, N. (2016). Analytical thinking skills in higher education. Kastamonu Education Journal, 24(3), 1487-1502.Aybek, B. (2007). Konu ve beceri temelli eleştirel düşünme öğretiminin öğretmen adaylarının eleştirel düşünme eğilimi ve düzeyine etkisi. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 16(2), 43-60.Coşkun, Y.K. (2019). Entelektüel beyin. Eleştirel düşün içinde (ed. Hülya Kılıç), s. 19-28. İstanbul: Yeditepe Üniversitesi Yayınevi. Cottrell, S. (2017). Critical thinking skills: Effective analysis, argument and reflection. London: Macmillan International Higher Education.Crenshaw, P., Hale, E., & Harper, S. L. (2011). Producing intellectual labor in the classroom: The utilization of a critical thinking model to help students take command of their thinking. Journal of College Teaching & Learning, 8(7), 13-26.De Bono, E. (1985). The CoRT thinking program. In J. W. Segal., S. F. Chipman., & R. Glaser (Eds.), Thinking and learning skills 1, (pp. 363-378). New York: Routledge.Dilekli, Y. (2019). Etkinliklerle düşünme öğretimi. Ankara: Pegem Akademi.Dolu, N. (2015). Öğrenmenin nörofizyolojisi. Öğrenmenin nörofizyolojisi: Öğretimde yeni yaklaşımlar içinde (ed. Mehmet Arslan), s.160-178. Ankara: Anı YayıncılıkEnnis, R. H. (1989). Critical thinking and subject specificity: Clarification and needed research. Educational Researcher, 18(3), 4-10.Facione, P. A. (2011). Critical thinking: What it is and why it counts. Insight Assessment, 2007(1), 1-23.Işık, Ö. (2015). Eleştirel düşünme. Öğrenmenin nörofizyolojisi: Öğretimde yeni yaklaşımlar içinde (ed. Mehmet Arslan), s.160-178. Ankara: Anı Yayıncılık. Kırıkkanat, B. (2019). Delice mi dahice mi düşünelim? Eleştirel düşün içinde (ed. Hülya Kılıç), s. 33-42. İstanbul: Yeditepe Üniversitesi Yayınevi. McGuinness, C. (1999). From thinking skills to thinking classrooms: A review and evaluation of approaches for developing pupils\' thinking. London: Department for Education and Employment.Önkuzu, E. & Bedir, S. B. Yansıtmacılık. Öğrenmenin nörofizyolojisi: Öğretimde yeni yaklaşımlar içinde (ed. Mehmet Arslan), s.91-126. Ankara: Anı Yayıncılık. Özüdoğru, M. (2016). Eleştirel Söylemden Eleştirel Okumaya. Ankara: Anı Yayıncılık.Paul, R. & Elder, L. (2020). Kritik düşünce. Yaşamınızın ve öğrenmenizin sorumluluğunu üstlenmek için araçlar (Çeviri Editörleri: Ayşe Esra Arslan & Gamze Sart). Ankara: Nobel. Richard. P. & Elder. P. Minik Eleştirel Düşünme Klavuzu. (Çeviren: Merih Bektaş Eren) Eleştirel Düşünme Kurumu. www.criticalthinking.org Şahin, S. A. & Tunca, N. (2013). Düşünme becerileri ve düşünmeyi destekleyen sınıf ortamı/öğretmen davranışları. Öğrenme-öğretme yaklaşımları ve uygulama örnekleri içinde (ed. Gülay Ekici & Meral Güven), s.392-426. Ankara: Pegem Akademi.Ruggiero, V. R. (2019). Eleştirel düşünme için bir rehber. (Çeviren, Çağdaş Dedeoğlu). İstanbul: ALFA Araştırma Yılmaz, K. (2019). Eleştirel ve analitik düşünme. Ankara: Pegem Akademi.
Work Placement	N/A
Aims of the Course	This course aims to highlight the importance of effective thinking and the skills known as higher-order thinking—namely, analytical, critical, reflective, and creative thinking—in educational programs; it also aims to teach how these skills can be developed in students, how they can be integrated throughout the entire educational program, and how they can be incorporated into course content.

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1	**LO-11**	Course Description, Requirements and Introduction	Lecture, Question & Answer, Discussion

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 2	LO-11	What is thinking? The Building Stones of Thinking; Features of Good Thinkers; Factors Hindering Healthy Thinking	Lecture, Question & Answer, Discussion, Research and Inquiry
Week - 3	LO-2	Brain as a Thinking Organ The Structure of Brain; The Features of Right and Left Brain; The Four-Quadrant Model; Holistic Development of Brain	Lecture, Question & Answer, Discussion, Research and Inquiry
Week - 4	LO-5 LO-6	Types of Thinking: Analytical and Critical Thinking. The Role of Analytical and Critical Thinking in Educational Programs	Lecture, Question & Answer, Discussion, Brain Storming, Critique/Critical Reading
Week - 5	LO-10	Types of Thinking: Reflective and Creative Thinking. The role of reflective and creative thinking in educational programs. The reflective teacher and the importance of reflective thinking	Lecture, Question & Answer, Discussion, Brain Storming, Critique/Critical Reading, Concept Mapping, Research and Inquiry
Week - 6	LO-4	What Is Criticism? The Concept of Criticism; Modern, Modernity, Modernism Critical Thinking and Intellectual Identity; Fundamental Intellectual Characteristics	Lecture, Question & Answer, Discussion, Research and Inquiry
Week - 7	LO-4 LO-11	Higher-Order Thinking Skills and Intellectual Identity; Fundamental Intellectual Characteristics	Question & Answer, Discussion, Brain Storming, Critique/Critical Reading, Research and Inquiry
Week - 8	LO-12	Higher-Order Thinking and Asking Effective Questions Socratic Thinking; Question Types	Lecture, Discussion, Problem Solving, Brain Storming, Research and Inquiry
Week - 9	LO-12	Critical Thinking and Asking Effective Questions Socratic Thinking; Question Types	Question & Answer, Discussion, Case Study, Problem Solving, Brain Storming, Critique/Critical Reading

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 10	LO-8	Presentations on Activities Aimed at Developing Higher-Order Thinking Skills (Original Activities to Be Prepared by Students)	Team/Group Work, Case Study, Problem Solving, Role Playing/Dramatization, Demonstration and Practice, Practice/Practical Work/Workshop
Week - 11	LO-13	Presentations on Activities Aimed at Developing Higher-Order Thinking Skills (Original Activities to Be Prepared by Students)	Team/Group Work, Case Study, Problem Solving, Demonstration and Practice, Practice/Practical Work/Workshop, Research and Inquiry
Week - 12	LO-7	Critical reading and listening	Lecture, Question & Answer, Discussion, Brain Storming, Critique/Critical Reading
Week - 13	LO-7	Critical Reading and Writing: Analyzing the Text; Academic Reading and Writing	Lecture, Question & Answer, Discussion, Problem Solving, Critique/Critical Reading, Research and Inquiry
Week - 14	LO-3 LO-11	Media and Propaganda	Discussion, Critique/Critical Reading, Research and Inquiry

Learning Outcomes

#	Learning Outcome
1	Explains the structure of brain as a thinking organ.
2	Explains the thinking types and their features.
3	Discusses the importance critique concept in curriculum.
4	Discusses the importance of critical thinking in curriculum.
5	Discusses the importance of analytical thinking in curriculum.
6	Discusses critical and reading and writing skills.
7	Prepares sample activities designed to foster critical and analytical thinking.
8	Explains the basic concepts related to thinking.
9	Explains the importance of creative and reflective thinking in educational programs.
10	Explains the importance of thinking in daily life and in education.
11	Asks questions that require higher-order thinking.

Learning Outcomes

#	Learning Outcome
12	Prepares activities designed to foster creative and reflective thinking.

Sustainable Development Goals

✓ Quality Education

Course Theme

✓ Educational Sciences and Educational Technologies

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	3.00	14	42
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	3.00	14	42
Ödevler	6.00	4	24
Proje - Rapor - Sunum Hazırlama	8.00	3	24
Ara Sınav Hazırlığı (sınav süresi dahil)	6.00	1	6
Final Sınavı Hazırlığı (sınav süresi dahil)	6.00	1	6
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0.00	0	0
Staj Uygulaması	0.00	0	0
		Calculated ECTS	**6.0**

Assessment Method and Passing Requirements

✓ Open-Ended Test ✓ Self Assessment ✓ Homework ✓ Presentation

Assessment Method and Passing Requirements	Quamtity	Percentage (%)
1.Midterm Exam	1	40
Final Exam	1	60
	Sum (%)	**100**