**TOTAL COURSE-PROGRAMME OUTCOMES RELATIONSHIP**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | **Programme Outcomes** | | | | | | | | | | | | | | | |
| **Code** | **Course Name** | **T** | **P** | **ECTS** | **1** | | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** |
|  | **1st Year - 1st Semester** | | | | |  | | | | | | | | | | | | | | | |
|  | Scientific Research Methods | 2 | 0 | 6 | 5 | | 0 | 0 | 0 | 4 | 0 | 3 | 4 | 3 | 5 | 0 | 5 | 3 | 3 | 3 |
|  | Special Topics I | 5 | 0 | 10 | 5 | | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 5 | 5 | 0 | 5 | 0 | 5 | 3 |
|  | Thesis Research | 0 | 1 | 20 | 5 | | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 |
|  | Seminar\* | 0 | 2 | 6 | 0 | | 0 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 |
|  | Basic Concepts and Teaching in Mathematics Education | 3 | 0 | 8 | 5 | | 0 | 5 | 0 | 0 | 2 | 1 | 3 | 0 | 1 | 0 | 1 | 4 | 3 | 5 |
|  | Proof in Mathematics Education | 3 | 0 | 8 | 5 | | 0 | 5 | 0 | 0 | 2 | 1 | 3 | 0 | 1 | 0 | 1 | 4 | 3 | 5 |
|  | Metacognition in Mathematics Education | 3 | 0 | 8 | 5 | | 4 | 4 | 5 | 3 | 0 | 0 | 4 | 5 | 4 | 4 | 0 | 0 | 5 | 0 |
|  | Analysis of Mathematics Teaching Programs | 3 | 0 | 8 | 0 | | 0 | 4 | 4 | 5 | 5 | 5 | 4 | 0 | 0 | 5 | 5 | 0 | 0 | 5 |
|  | Scientific Research Process | 3 | 0 | 8 | 4 | | 3 | 3 | 2 | 4 | 0 | 3 | 4 | 3 | 5 | 0 | 5 | 4 | 2 | 3 |
|  | Current Learning and Teaching Approaches | 3 | 0 | 8 | 5 | | 4 | 3 | 1 | 0 | 1 | 3 | 4 | 5 | 5 | 2 | 5 | 5 | 4 | 3 |
|  | Mathematical Modeling Approaches and Applications | 3 | 0 | 8 | 5 | | 5 | 4 | 4 | 3 | 3 | 2 | 3 | 1 | 0 | 3 | 5 | 4 | 4 | 3 |
|  | Pedagogical Content Knowledge and Teacher Education Studies | 3 | 0 | 8 | 5 | | 5 | 4 | 3 | 4 | 3 | 2 | 4 | 1 | 0 | 0 | 5 | 4 | 4 | 4 |
|  | Problem-Solving Skills In Education | 3 | 0 | 8 | 5 | | 4 | 3 | 5 | 2 | 3 | 3 | 3 | 2 | 5 | 5 | 5 | 5 | 5 | 5 |
|  | Active Learning Applications in Mathemetics | 3 | 0 | 8 | 5 | | 3 | 3 | 1 | 2 | 3 | 3 | 3 | 2 | 5 | 5 | 5 | 5 | 5 | 5 |
|  | **1st Year – 2nd Semester** | | | | |  | | | | | | | | | | | | | | | | |
|  | Seminar | 0 | 2 | 6 | 5 | | 0 | 0 | 0 | 5 | 3 | 5 | 4 | 5 | 5 | 0 | 5 | 0 | 5 | 0 |
|  | Special Topics Ii | 5 | 0 | 10 | 5 | | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 5 | 5 | 0 | 5 | 0 | 5 | 3 |
|  | Thesis Research | 0 | 1 | 20 | 5 | | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 |
|  | Discourse in Mathematics Teaching: Feedback | 3 | 0 | 8 | 5 | | 0 | 5 | 0 | 0 | 2 | 1 | 3 | 0 | 1 | 0 | 1 | 4 | 4 | 5 |
|  | Play and Drama in Mathematics Teaching | 3 | 0 | 8 | 5 | | 0 | 5 | 0 | 0 | 2 | 1 | 3 | 0 | 1 | 0 | 1 | 4 | 3 | 5 |
|  | Mathematical Power: Development and Assessment | 3 | 0 | 8 | 5 | | 5 | 5 | 5 | 0 | 4 | 5 | 5 | 0 | 5 | 5 | 5 | 4 | 0 | 5 |
|  | Learning Environment Design | 3 | 0 | 8 | 5 | | 4 | 0 | 0 | 5 | 5 | 4 | 5 | 4 | 0 | 5 | 4 | 0 | 5 | 5 |
|  | Basic Mathematical Skills | 3 | 0 | 8 | 5 | | 5 | 3 | 5 | 2 | 3 | 3 | 3 | 2 | 5 | 2 | 5 | 5 | 4 | 5 |
|  | New Approaches in Measurement and Assessment | 3 | 0 | 8 | 5 | | 3 | 3 | 0 | 2 | 2 | 3 | 3 | 1 | 5 | 5 | 5 | 5 | 5 | 3 |
|  | Information Communication Technologies in Mathematics Education | 3 | 0 | 8 | 5 | | 5 | 4 | 4 | 3 | 3 | 2 | 2 | 1 | 0 | 5 | 5 | 4 | 3 | 4 |
|  | STEM Theory and Applications | 3 | 0 | 8 | 5 | | 5 | 4 | 4 | 3 | 5 | 2 | 4 | 1 | 0 | 3 | 5 | 4 | 4 | 4 |
|  | Current Studies In Mathematics Education | 3 | 0 | 8 | 5 | | 4 | 3 | 5 | 2 | 3 | 3 | 3 | 2 | 5 | 5 | 5 | 5 | 5 | 5 |
|  | Current Studies In Mathematics Education | 3 | 0 | 8 | 5 | | 3 | 3 | 1 | 2 | 3 | 3 | 3 | 2 | 5 | 5 | 5 | 5 | 5 | 5 |

Level of Contribution: 0 -None, 1 -Lowest, 2 -Low, 3 -Average, 4 -High, 5 -Highest