

experience (Arıkhani, 2022). These thinkers' views on the science of psychology are that the human mind is a blank slate at birth, that it is formed through experience, and that the source of knowledge is sensations (Schultz & Schultz, 2012). Other pioneers of scientific psychology, Leibnitz and Kant, argue that the mind is not formed solely through experience, but that some characteristics of the mind are innate (McGraw-Hill, 2015). According to Fechner, some aspects of psychological phenomena are innate; furthermore, the mind, instead of passively reflecting external stimuli, organizes and structures them. In this context, the knowledge formed in the mind is not a direct copy of the stimulus, but a re-arranged representation resulting from mental processes (Atkinson, Smith & Hoeksema, 2019). Based on perspectives on the science of psychology, it can be said that the fundamental subjects of psychology include concepts such as sensation, perception, thought, behavior, mood, mental processes, and cognition. Furthermore, it can be stated that it is a branch of science that examines the behaviors of organisms and the mental processes underlying those behaviors (Akman Özdemir, Özkılıçcı & Köroğlu, 2024). Psychology provides individuals with the opportunity to better understand themselves and the reasons for their behaviors (Kösterelioğlu & Yapıcı, 2023). It also enables individuals to better understand other individuals and animals, to empathize with them, and to better understand the people, groups, and society around them, starting from their parents, thus facilitating adaptation to their environment (Arkonaç, 2008). Psychology is a branch of science that examines normal and abnormal behaviors observed in individuals; and the psychological processes of humans such as thinking, learning, emotion, and excitement (Davidson & Neae, 2004).

The Importance of Teaching Psychology

Research indicates that psychology courses have multifaceted effects on students. The course helps students develop emotional awareness and empathy skills by assisting them in understanding both themselves and others (Ertürk, 2017; Atkinson, 2008; Çelen, 2023). By fostering students' openness to learning, inquisitiveness, and critical thinking skills, the psychology course also strengthens their

adaptability and communication skills in social relationships (Gerrig & Zimbardo, 2012; Santrock, 2011). The content offered within the course program allows students to grasp scientific thinking and research methods, and to distinguish between scientific knowledge and non-scientific approaches (Morgan, 2009).

Psychology courses facilitate students' understanding of the fundamental dynamics of learning, memory, and thinking processes, and their application of this knowledge to their daily lives. They also contribute to students' understanding of individual differences and societal values, their grasp of the importance of mental health, and their support of psychological well-being (Öztürk & Uluşahin, 2018; Miller, 2009). From a phenomenological perspective, evaluating students' course experiences makes it possible to understand the contributions of this course to their cognitive, emotional, and social development. Psychology courses enable students to develop into creative, productive, adaptable, and psychologically healthy individuals, while also supporting their curiosity towards learning and research, and their problem-solving skills (Yeşilyaprak, 2018; Sakız, 2024). In this context, systematically examining students' experiences and perceptions during the course is crucial for understanding the effectiveness of the teaching dimensions of psychology courses.

The Necessity of Evaluating the Teaching Dimensions of Psychology Courses

In light of the information provided regarding the importance of psychology education, it can be said that this course has significant effects on students. In this context, a review of the relevant literature indicates that the quality of the teaching process is determined by the objectives and learning outcomes, the content organization and structure, the determination of appropriate teaching approaches and the careful structuring of the learning setting (Demirel, 2023). Furthermore, for more planned implementation of teaching processes, it is considered necessary to write learning outcomes according to certain criteria and to determine an appropriate method for achieving these outcomes (Atılğan & others, 2017). Manurung (2012) states that a motivating educational process that will

create positive effects on students can be achieved by determining appropriate outcomes, applying effective methods and techniques, and providing learning experiences that facilitate learning and remembering. In this context, it is considered necessary to evaluate the dimensions within the teaching of a course (aims and expected outcomes, course content, teaching-learning activities, and evaluation procedures) in detail so as to establish the effectiveness of the courses (Bahtiyar, 2013). Within this framework, evaluating the suitability of the objectives to the students' needs and analyzing the environmental context of the program are important in the objective dimension of the courses. In the content dimension, questioning whether the information presented is current and valid plays a central role in evaluating outcomes. In addition, evaluating the applicability of strategies and methods and the use of appropriate resources to ensure the achievement of learning outcomes throughout the learning and teaching activities is of great importance. In the measurement dimension, examining the validity and reliability of the tools used is considered a fundamental element that increases the reliability of the evaluation process (Stufflebeam, 2003; Ornstein & Hunkins, 2003). Within this framework, systematically examining the teaching dimensions of psychology courses, which are effective developing students' cognitive, emotional, and socio-personal competencies within the context of learning objectives, curriculum content, pedagogical processes, and assessment methods is an important step. (MEB, 2019). Systematically determining and analyzing students' perceptions and experiences regarding psychology instruction is a critical issue to consider in instructional design and curriculum development processes in increasing the effectiveness of psychology courses. A survey of previous studies shows that no previous research has evaluated students' views on the teaching of psychology courses; most existing research focuses on the role of psychological well-being and positive psychology in educational processes (Yurdaşık et al., 2023; Barış, 2017). In this context, it is believed that this research, by determining students' views on the teaching of psychology courses and developing a model proposal, can address this gap in the literature.

LITERATURE REVIEW

A survey of previous studies shows that various studies have been conducted in the field of psychology. For example, Akman Özdemir, Özkılıçcı, and Köroğlu (2024) examined the perceptions of psychology students regarding education, social relationships, and career. The study found that personal interest and curiosity were influential in the participants' choice of psychology education; their academic motivation was at a high level; and they valued similar characteristics in their choice of friends. The majority of participants stated that they did not experience significant problems in their educational lives and that they had made career plans. Furthermore, it was concluded that students outside the traditional age group worked more regularly, made an effort to balance family life and academic responsibilities, and believed that psychology education contributed positively to their knowledge acquisition, compared to students in the traditional age group. Güler and Uz Baş (2023), in their study involving middle school students, examined the effects of positive psychology applications carried out at the classroom and school levels. In the research, school/classroom-based interventions developed and implemented for middle school students were systematically evaluated and their effectiveness reviewed. The findings showed that positive psychology-based applications had positive effects on increasing the well-being, hope level, and school commitment of middle school students. Kösterelioğlu and Yapıcı (2023), in their study involving prospective teachers, examined metaphors related to the educational psychology course. In the research, participants were asked to define the educational psychology course in their own words, and the data collection tool was prepared as an open-ended question. Using content analysis, the participants' produced metaphors were examined, a total of 93 metaphors were obtained. When similar or synonymous metaphors were combined, a total of 18 different metaphors emerged. These metaphors were divided into three main categories according to their content and themes: personal development, nature and environment, and art and culture. In the study conducted by Arıkan (2022), the career adaptability

of students studying psychology was examined, and the effects of demographic factors, personality traits, and positive psychological capital were evaluated. The findings showed that the administrative size of the place where the students lived had a low but positive effect on career adaptability; while the father's education level had a low but negative effect. In terms of personality factors, openness to experience, self-discipline, extraversion, and agreeableness positively affected career adaptability, while neuroticism had a negative effect. In addition, positive psychological capital played a mediating role in the relationships between personality traits and career adaptability. Considering all variables, it was concluded that positive psychological capital was the most effective variable in explaining career adaptability. The research conducted by Erdemir, Sumbaş, Umur, and Tunca (2019) also examined Eighth graders' understanding and perceptions of school psychological counselors. According to the research findings, the metaphors produced by students regarding school psychological counselors were grouped under seven main themes: perceiving the counselor as handsome/beautiful/charismatic, seeing them as a family member, defining them as a friend or confidant, evaluating them as a psychologist/expert, viewing them as someone who provides information/acquires knowledge, describing them as active/running, and perceiving them as a leader or guiding figure. Generally, it was observed that students mostly defined counselors with positive qualities, and some metaphors contained information about the professional role and functions of the counselor. In the study conducted by Arslan, Koç, and Büyüksevindik (2018), the expectations of first-year students in the psychological counseling and guidance undergraduate program regarding the program were examined. The research results show that prospective counselors expect the necessary conditions to be met before, during, and after the undergraduate program in order to become a professional employee. A literature review has revealed that studies generally focus on students expressing opinions on social relationships, career education, positive psychology applications, metaphors related to psychology courses, the concept of counseling, and psychology programs. It appears

that no research has been conducted that evaluates psychology course instruction in light of students' opinions on the objectives, curricular content, and instructional process. Addressing this issue is expected to fill this gap in the literature.

OBJECTIVE OF THE RESEARCH

The main purpose of this research is to investigate students' experiences and observations regarding psychology courses from a phenomenological perspective. From this perspective, the research is designed to establish students' perceptions of the learning-teaching process of psychology courses, as well as their experiences related to the course's learning outcomes and objectives, content, and teaching methods. To achieve the general aim of the research, the study aimed to explore the following questions:

The students' psychology course;

1. What are their perceptions regarding the learning outcome and objective dimension?
2. What are the students' opinions and evaluations regarding the content dimension?
3. What are their experiences within the learning and teaching process?

METHOD

Research design

A phenomenological qualitative design was utilized in this study, focusing on gaining in-depth insight into phenomena that remain insufficiently understood. These phenomena can take various forms, such as experiences, events, perceptions, orientations, concepts, and circumstances (Yıldırım & Şimşek, 2018). The phenomenological design seeks to answer the question of what reality is. It is based on individual experiences, examining participants' subjective experiences, understandings and the meanings they attach to occurrences. Phenomenological research is descriptive; defining phenomena is considered important rather than making generalizations (Akturan & Esen, 2008). Therefore, this research aims to evaluate students' views and experiences regarding their psychology course learning in detail using the phenomenological design.

Participants

The study group of this study consisted of 162 university students enrolled in the Guidance and Psychological Counseling department during the 2025-2026 fall semester and who had already taken a psychology course. The study used criterion-oriented purposive sampling, which is a form of purposeful sampling (Marshall & Rossman, 2014). In phenomenological research, it is crucial that participants have direct experience and knowledge of the phenomenon under study. Therefore, The study included students based on the criteria of department enrollment and completion of the psychology course. Thanks to this criterion, in-depth information could be obtained regarding the participants’ observations, experiences, and perceptions related to the psychology course.

Data Collection & Instrument

The first stage of this research involved a literature review on the teaching of psychology courses. This included reviewing national and international indexes and examining publications in this field. The research revealed that there were no studies examining students’ perceptions and experiences regarding the teaching of psychology courses. In the following stage, the researchers developed a partially guided interview to gather students’ opinions on the topic. Information regarding the development of the data collection tool used in the research is presented in the following section.

Semi-Structured Interview Form

The partially guided interview form prepared for this study consists of a total of 17 open-ended questions.

The first section of the form includes demographic information, while the second section contains questions related to the research objectives. In preparing the semi-structured interview questions, opinions were first obtained from specialists in psychology (n=4), and then from specialists in curriculum development (n=4) and measurement and evaluation (n=2) to ensure the scope and appropriateness of the questions.

The Lawshe technique was used in evaluating the opinions. Categories were evaluated using the expressions “I understood a little” and “I didn’t understand at all.” A blank box was placed under each item to allow for the writing of parts that were not understood, thus enabling experts to provide their opinions. Furthermore, participants were asked to underline words whose meanings were unknown. Each item was evaluated according to its category. Thus, the reliability and validity of the questions within the interview form was analyzed using Lawshe’s (1975) content validity ratio, calculated as +1. After receiving feedback from the experts, essential revisions were carried out, and the final version of the form was prepared. The questions and sub-objectives related to the interview form are given in Table 1 below.

As shown in Table 1, the questions in the partially guided interview form were prepared in parallel with the sub-objectives. The aim of the questions in the form was to determine the students’ opinions regarding the learning outcomes, content, and learning-teaching process dimensions of the psychology course.

Table 1: Interview Questions and Sub-Objectives

Sub-objectives	Interview Question
What are their perceptions regarding the learning outcomes and objectives of a psychology course?	Do you think the curriculum and learning outcomes of the psychology course are consistent?
	Can you relate the knowledge you gained from your psychology course to your daily life skills?
	Do you think the outcomes of your psychology course have contributed to your understanding of an individual’s developmental processes (social, cognitive, personality)?
	Do you think the outcomes of a psychology course make significant contributions to individuals’ development into happy, productive, and self-sufficient adults?

Sub-objectives	Interview Question
What are the students' opinions and assessments regarding the content aspect?	Does the psychology course content cater to your individual differences? If so, which aspects of your personality does it address?
	Does the psychology course content include current topics and scientific principles?
	Is the content of the psychology course taught according to the principles of gradation (from general to specific, easy to difficult, concrete to abstract, simple to complex, and from recent to distant experience)?
	Is the psychology course tailored to your developmental stage needs (age level, knowledge level, etc.)? How does the teacher present the material considering the characteristics of each developmental stage? Please provide examples.
What are their experiences within the learning and teaching process?	Psychology lessons are taught using either teacher-centered or student-centered teaching methods. Which teaching method does your teacher use in their lessons?
	Does the teacher actively involve you in the lesson? What kinds of activities does he/she organize?
	Are instructional activities designed to foster research, critical, analytical, and creative thinking skills?
	What kinds of activities does the teacher use to develop which of these skills?
	Is your teacher's subject matter expertise and professional knowledge suitable for teaching the lesson? Do you consider your teacher competent?
	Are Web 2.0 tools and technologies (Moodle, Edmodo, Canva, Padlet, Poplet) used in the course delivery? What kinds of applications are used?

Accuracy and Consistency

Various procedures are applied to maintain credibility and dependability in qualitative studies. Reporting the gathered data comprehensively and clearly outlining the steps through which the researcher reached their conclusions has a key function in strengthening the validity of the study. Furthermore, thorough description is essential for ensuring validity, and quotations from participants' opinions, research documents, and notes should be detailed within the scope of the findings (Yıldırım and Şimşek, 2018). To enhance internal validity in this research, a comprehensive literature review related to the topic was conducted, and a conceptual framework was established. In the content analysis, themes were formed from concepts appropriate to the research objective. Expert opinion was sought in preparing the interview questions and the coding of data collected from participants were conducted systematically. To enhance the external

validity of the study, the research design, participant group, data collection procedure, data analysis, and interpretation process are described in detail.

To enhance the reliability of the research, participant opinions are presented in their original form without any alterations, additions, or deletions. The procedures followed during the research are described in detail.

Data Analysis

The data obtained from the study were subjected to content analysis. During content analysis, data are systematically coded, and comparable information is categorized according to particular concepts and thematic structures (Büyüköztürk et al., 2018). Data collected from students within the scope of semi-structured interviews were coded and presented in a table to create themes. Student opinions were presented as direct quotations, and in accordance with data confidentiality, participants were assigned numbers

(e.g., S2, S2, etc.) to convey their opinions. Care was taken to ensure consistency when coding the opinions. In this regard, reliability calculation was applied by the researchers to calculate consistency. Data reliability was assessed following Miles and Huberman's (1994) method [Agreement Percentage = Agreement / (Agreement + Disagreement) × 100]. Ultimately, 21 of the 23 codes established by the researchers were validated, yielding an agreement rate of 91.3% for the coding. Comparing the results with a content analysis by someone outside the researchers showed an 80% consensus, indicating that the coding has high reliability (Miles and Huberman, 1994).

FINDINGS AND DISCUSSION

Findings regarding students' perceptions of the learning outcomes and objectives of the psychology course

Aligned with the study's first sub-goal, the perceptions of students taking a psychology course regarding the learning outcome dimension of this course were examined. Accordingly, students expressed their opinions on this dimension of the course in two themes. Table 2 illustrates students stated their thoughts on the interrelationship of the learning outcomes in the

Table 2: Psychology Course Students' Perceptions Regarding the Learning Outcomes and Objectives

Theme	Code	f
Relevance of Learning Outcomes	Content-learning consistency	72
	Inconsistency between content and learning outcomes	51
	Connecting with daily life	39
The effectiveness of the gains on the individual	The contribution of achievements to individuals' development processes	76
	Positive impact on the happiness of individuals	64
	The important role of individuals in becoming self-sufficient adults	22

first theme, and on the effectiveness of the learning outcomes on the individual in the second theme.

According to Table 2, within the framework of the first theme, the majority of participants reported that the psychology course's learning outcomes were consistent with its content. An example of such an opinion is presented below.

"I believe the learning outcomes of the psychology course have a consistent whole with the content. The content has been prepared in a way that is appropriate and consistent with the goals the course aims to achieve." (Ö78).

Another group of students stated that there was insufficient consistency between the content and the learning outcomes. An example of this student opinion is given below.

"I don't believe all the learning outcomes of this course are connected and related to the content. Sufficient consistency is lacking. The content is disjointed." (Ö36)

Some students have indicated that it is possible to make connections between the learning outcomes of the psychology course and daily life. An example of this opinion is given below.

"Students are able to connect most of the learning outcomes in psychology classes to their daily lives. For example, they can relate the concepts of behavioral traits to situations they encounter in everyday life. This is a very important point." (Ö 4)

Accordingly, it appears that university students are divided into two groups regarding the consistency between learning outcomes and content within the first theme. Some students have positive opinions on this matter, while others have expressed negative views. At this point, it can be said that some learning outcomes of the psychology course need to be revised. Furthermore, some students believe that the learning outcomes are strongly related to daily life. This finding reinforces the positive aspects of the learning outcome dimension of the program.

However, it was found that the vast majority of students believed that the learning outcomes of the course, within the scope of the second theme, had a positive impact on the developmental processes of individuals. An example of this finding is presented below.

“ Psychology courses include learning outcomes that encompass the developmental processes of individuals. In this context, the course has positive effects on individuals taking it. Through this course, individuals can learn about the developmental characteristics of others.” (Ö 81)

Some students also stated that the outcomes of the psychology course positively contributed to individuals’ happiness and productivity.

“Students taking this course learn about concepts within human psychology that can affect individuals, such as happiness, joy, and tolerance. They can better understand others, which in turn brings them happiness.” (Ö 126)

Some students also stated that psychology courses are important in helping individuals become self-sufficient adults. An example of this opinion is given below.

“Thanks to the awareness we gain in psychology class, we are able to know ourselves better. We grow into more positive and self-sufficient individuals in our interactions with people.” (Ö 152)

The findings, within the scope of the second theme, reveal that students particularly believe this course can be effective in learning about and applying the developmental levels of individuals. It is thought that individuals who are well-versed in developmental characteristics can be effective in understanding others. Furthermore, it is understood from the opinions of university students that they believe the psychology course can be effective in the formation of individuals’ self-awareness and beliefs. When the findings of the research are evaluated, it is understood that the learning outcomes and objectives of the psychology course are assessed within the framework of two themes. In the first theme, students expressed different opinions regarding the alignment of learning outcomes with the content. While some students stated that there was sufficient coherence, others indicated that it needed improvement. In the second theme, the contribution of the course to individual development came to the forefront, and students emphasized that the psychology course had positive effects on self-awareness, interpersonal understanding, and personal development. In general, it was concluded that the learning outcome

dimension of the course was positively evaluated, while on the other hand, there is a need to strengthen the content-learning outcome alignment.

Results concerning students’ views on the content aspect of the psychology course

Aligned with the research’s second sub-goal, students’ opinions regarding the psychology course regarding the content dimension of this course were examined. Accordingly, students expressed their opinions on two themes regarding this dimension of the course. As seen in Table 3, students commented on the functionality of the content in the first theme and on the delivery of the content in the second theme. The vast majority stated that the content did not reflect current issues.

Table 3: Students’ Views on the Content Aspect of the Psychology Course

Theme	Code	f
Content Functionality	Currency of course content	84
	Adaptability to Individual Differences	47
	Insensitivity to Individual Differences	17
	Suitability to Developmental Stage Needs	14
Content Transfer	Lack of material	112
	Content and gradualness principle	50

Concerning the first theme, the majority of participants stated that the content of the psychology course did not reflect current issues. An example of a statement supporting this finding is given below:

“Psychology courses should reflect life itself. The course content we are given does not reflect current issues and does not shed enough light on them. We cannot adequately apply the knowledge we learn to situations we encounter in daily life.”(Ö46)

In addition, The majority of participants reported that the course content was not organized taking individual differences into account. An example statement is given below:

“The psychology course content is not tailored to the differences between individuals. It is assumed

that all students learn at the same level. There are shortcomings in the organization of the content.” (Ö 160)

Some students also believe that the content of the psychology course addresses individual differences. This is stated below:

“I believe the content of the psychology course is tailored to individual differences. The content is determined according to visual, spatial, and intelligence types.” (Ö 39)

A small percentage of students also stated that the content of the psychology course was not suitable for the developmental needs of individuals. An example statement is given below:

“The course content should not be planned based on developmental stage characteristics according to age, level, and knowledge. The course is structured in a topic-centered rather than a problem-centered way, according to these needs.”(Ö38)

Under the second theme, a large majority of students stated that the use of materials in content delivery was insufficient. An example statement to support this was given:

“No teaching materials are used in the course. This prevents us from understanding the course content. Teaching materials make the course content more understandable..”(Ö27)

Some students also stated that the course content was not organized according to the principles of progressive learning. An example statement is given below:

“Some topics in the course start directly with complex content without providing fundamental information. As someone new to psychology, this makes it difficult for me to grasp the concepts. A simpler, more basic approach to the topics, progressing gradually, would make my learning process more efficient..” (Ö143)

The results pertaining to the research’s second sub-objective reveal that students perceive the content dimension of the psychology course in two distinct ways. Some students stated that the course content was not sufficiently connected to current conditions and was not structured to consider diverse learning needs. Furthermore, there were assessments that the content was not planned with the developmental characteristics of the students

in mind. A smaller number of students stated that the course content partially considered individual characteristics. Regarding the content delivery process, it was emphasized that the course was mostly conducted with limited teaching tools and that the topics did not progress systematically from basic to complex. This situation was stated to hinder the learning process. The overall assessment suggests that restructuring the content, both in terms of scope and presentation, could increase the effectiveness of the course.

Findings regarding students’ views on the learning-teaching process of psychology courses

Aligned with the research’s third sub-goal the views of students taking psychology courses regarding the learning-teaching process were examined. Students evaluated their views on the subject under two main themes. As seen in Table 4, these themes were determined as the Effectiveness of Teaching Methods and Techniques and Student Participation and Interaction.

Table 4: Students’ Views on the Learning-Teaching Process of the Psychology Course

Theme	Code	f
The Effectiveness of Teaching Methods and Techniques	The Effectiveness of Teaching Methods and Techniques	75
	Lack of practical activities	45
	Lack of variety in teaching methods	26
	Lack of connection to daily life	16
Student Participation and Interaction	Limited class participation	70
	Student vision deficiency	41
	Lack of classroom interaction	30
	Lack of communication between teacher and student	21

Concerning the first theme, the majority of participants reported that the teaching methods used in psychology classes were limited and monotonous, and that the direct lecture method was generally

preferred. One student's opinion on this matter is given below:

"During the lesson, the teacher only lectures. There is no participation or other activities. This makes us passive and makes learning more difficult.." (Ö23)

The majority of participants suggested incorporating more hands-on activities into the course. An example statement is given below:

"Psychology is a practice-based field. Unfortunately, however, there is a lack of practical application in the classroom. Learning would be easier if methods like case studies, drama, or group work were used.." (Ö94)

Additionally, some students indicated that the teaching methods employed in the course were not varied, and therefore, students were not actively involved in the learning process. An example opinion is given:

"The lessons are generally conducted in a monotonous manner; visual materials or interactive activities are not included. This makes it difficult for me as a student to focus on the lesson and actively participate in the learning process." (Ö45)

Some students, however, pointed out that the course's connection to daily life was weak. An example statement is given:

"I believe the topics covered in the course are not sufficiently related to daily life. Yet psychology, by its very nature, is a discipline directly connected to an individual's daily life." (Ö88)

Furthermore, under the second theme, a significant number of students stated that active student participation was not encouraged in psychology classes. This view is clearly reflected in the following student statement:

"A teacher-centered approach is adopted in the course; student opinions and contributions are not given sufficient consideration.." (Ö157)

Similarly, the low level of classroom interaction and the fact that students are only involved as listeners has been a frequently cited issue. An example statement is given below:

"The level of classroom interaction is quite low. I believe that the lesson would be more efficient and participatory if students were asked questions and a discussion environment was created.." (Ö15)

Some students also stated that communication with the teacher was inadequate and that this negatively affected their motivation. An example statement is given below.

"Opportunities for interaction with the teacher during the teaching process are quite limited. The focus in class is generally on transferring information, which makes it difficult for students to ask questions or express their opinions." (Ö61)

The findings indicate that the psychology course's learning-teaching process is mostly conducted using a teacher-centered approach, with very limited applications to support active student participation. Students particularly emphasize the predominant use of direct instruction, the insufficient variety of methods, and the lack of practical applications, pointing to a teaching practice that is inconsistent with the field of psychology, which is open to experiential and practical learning. Furthermore, the low level of classroom interaction and insufficient attention to student opinions lead students to perceive themselves as passive within the process, weakening their learning motivation. The limited connection to daily life is also thought to negatively impact lasting learning. In conclusion, it is deemed necessary to restructure the psychology course towards an interactive and application-based learning environment. Accordingly, restructuring the teaching process in line with student-centered approaches, and incorporating more activities such as discussion, case analysis, drama, and group work, can strengthen the learning process both cognitively and affectively.

DISCUSSION AND CONCLUSION

The research outcomes showed that the psychology course has both strengths and areas for improvement in terms of learning outcomes, content, and the learning-teaching process. The research results showed that the psychology course makes significant contributions to individual development and applied learning, but on the other hand, it needs some restructuring in terms of content currency, diversity of teaching methods, and student participation.

In line with the first sub-objective of this research, a large majority of students believe that the

psychology course has positive effects on individual development, self-awareness, and interpersonal understanding. Similarly, Ryan & Deci's (2018) research emphasizes that teaching environments that support the autonomy, competence, and relationality needs of self-determination theory have positive effects on student motivation and learning outcomes. Furthermore, students in the study mentioned the positive effects of the course on self-awareness, happiness, and productivity. Reeve's (2016) research also yielded findings indicating that psychology education strengthens the affective learning dimension. It was also noted that there is insufficient coherence between content and learning outcomes in psychology courses, and that there are discontinuities in the course content. At this point, the relevant literature also states that the congruence between content and learning outcomes is a fundamental principle in the design of the teaching process, and that discontinuities in the learning process can occur when this congruence is lacking (Derouich, 2025). In this context, it can be said that aligning learning outcomes with content and teaching processes in a consistent and systematic way, as related to the first objective, can be effective in strengthening program integrity and addressing identified shortcomings.

Furthermore, within the scope of the second sub-objective, the findings regarding the content dimension reveal that students believe the course does not adequately cover current topics. The relevant literature indicates that learning experiences are important in enabling students to make sense of learning (Meydan, 2018). Additionally, participants stated that the use of materials in content delivery was insufficient and that individual differences were not adequately considered. This finding, as also stated in the literature, points to the fact that using diverse materials in the teaching process facilitates learning and that an approach sensitive to individual learning needs positively affects student success (Mayer, 2009; Tomlinson, 2017). As can be understood from the findings, it can be said that enriching the course content with both audiovisual materials and adapting it to students' different learning styles is important in teaching the course.

The findings obtained in line with the third sub-objective reveal that a large majority believe

that the teaching process in psychology courses is teacher-centered, resulting in weak classroom interaction and limited practical activities. This finding points to the positive impact of active learning approaches on students' academic performance. Related research also indicates that the active learning approach reduces learning differences among students and that learning can occur at a permanent level (Theobald, 2020; Türkbey, 2015). However, students' comments regarding the lack of interaction in the classroom and the absence of student opinions demonstrate the importance of implementing teaching methods that encourage independent learning (Reeve, 2016). In this context, active learning-based methods can increase student motivation and have a positive impact on both cognitive and affective learning outcomes (Uyandıran & Tarım, 2024). As can be understood, the teacher-centered nature of the teaching process in psychology courses and the limited classroom interaction point to the importance of methods that aim for active learning and individual learning. It is believed that using these approaches in the teaching of psychology courses has a motivational effect. The research revealed that the learning outcome aspect of psychology courses has strong potential, but that pedagogical improvements are needed in both the content and the teaching process.

RECOMENDATION

In line with the research recommendations, to ensure alignment between learning outcomes and content in psychology courses, learning outcome maps can be created by matching topic headings with learning outcomes for each course, and assessment tools can be directly linked to these outcomes. Psychology courses can be made more concrete by incorporating current research examples, case analyses, and real-life scenarios to enhance students' contextual understanding. Furthermore, it is suggested that audiovisual materials such as videos, animations, infographics, and adaptive digital simulations be used in the teaching process to ensure students achieve lasting learning. Interactive methods such as group work, discussions, and role-playing can support students' active participation in the course, allowing them to share their

views and opinions through digital platforms or in-class applications. Additionally, to deeply investigate the teaching dimension of the course, quantitative methods such as pre-test-post-test designs or experimental studies with control groups can be conducted. It is also recommended that mixed methods methods, including qualitative data collection tools such as surveys and observations, be applied to examine student motivation, interaction, and perception. This allows for a holistic evaluation of both learning performance and student experiences.

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