**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171911017 | **COURSE NAME** | Child Health and First Aid |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| I | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** |
|  | | X | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | In addition to providing information on the basic concepts of mother and child's health, it is also important for the child to develop and protect mother and child health, protection, all kinds of sudden illnesses, accidents, injuries, disasters, poisoning, in situations where the child is first assessed to ensure that the patient's condition does not worsen until the patient is transported to the hospital or professional help, and that he or she can learn and practice drug-free interventions to return to life. | | | | | | |
| **COURSE OBJECTIVES** | | | | | In addition to providing information on the basic concepts of mother and child's health, it is also important for the child to develop and protect mother and child health, protection, all kinds of sudden illnesses, accidents, injuries, disasters, poisoning, in situations where the child is first assessed to ensure that the patient's condition does not worsen until the patient is transported to the hospital or professional help, and that he or she can learn and practice drug-free interventions to return to life. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Having knowledge about the development and protection of health  To know the factors affecting maternal and child health. To be able to describe common infectious diseases in childhood  To be able to describe common infectious diseases in childhood  To be able to explain health problems according to women's life periods  To be able to explain preventive measures and vaccination schedule  To be able to do basic first aid applications | | | | | | |
| **TEXTBOOK** | | | | | Ankara: Pegem Akademi Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | Taşkın L. (2005). Doğum ve Kadın Sağlığı Hemşireliği, VII Baskı, Sistem Ofset Matbaacılık, Ankara.  Bulgur Erten, G., Acun, S. Ana Çocuk Sağlığı, Esin Yayınevi, İstanbul, ISBN No: 9755000321  Atak N.(2003). Anne Çocuk Sağlığı, YaPa (Ya-Pa) Yayınları, Ankara Şirin A., Kavlak O. (2008). Kadın Sağlığı, Bedray Basın Yayıncılık Ltd.Şti. İstanbul | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of child health |
| 2 | The situation of child health in our country and in the world |
| 3 | Child development in mother's womb; |
| 4 | The effects of diseases and accidents that can be spent during pregnancy on the child's development |
| 5 | Physical development (tooth, height, weight) and follow-up of 0-8 year old children |
| 6 | Pediatric diseases seen in 0-8 year old children (diarrhea and respiratory tract infections, |
| 7-8 | Midterm exam |
| 9 | Immunization and rash diseases |
| 10 | Parasitic infections etc. ) and vaccines |
| 11 | Health problems according to women's life periods |
| 12 | Family planning |
| 13 | Fracture-dislocation, burning, injury, insect stings, poisoning, foreign body swallowing etc. the first aid teacher should do in situations. |
| 14 | General evaluation |
| 15-16 | Final exam |

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| **NO** | **PRECHOOL EDUCATİON PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | x |  |
| 2 | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | x |
| 3 | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | x |  |
| 4 | Be able to use materials, information technology and communication technology for required preschool education. |  |  | x |
| 5 | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  |  | x |
| 6 | Be able to follow current national and international development about preschool education field. | x |  |  |
| 7 | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | x |  |
| 8 | Be able to have knowledge and information about the management in preschool education institutions |  |  | x |
| 9 | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | x |
| 10 | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | x |  |  |
| 11 | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | x |  |
| 12 | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  |  | x |
| 13 | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | x |
| 14 | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | x |
| 15 | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  | x |  |
| 16 | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | x |  |
| 17 | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | x |
| 18 | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | x |  |
| 19 | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | x |
| 20 | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | x |  |
| 21 | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  |  | x |
| 22 | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | x |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 171911016 | **COURSE NAME** | Introduction to Preschool Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 5 | | COMPULSORY (X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Homework- Project | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The definition of pre-school education, scope and importance in pre-school, fundamental views in preschool , characteristics of pre-school teachers and pre-school teacher training, the main characteristics of pre-school children and requirements, the basic principles of pre-school education, pre-school education in various countries, physical and educational environment of pre-school education, pre-school education and the mass media, the importance of family in pre-school and school-family collaboration in the preschool education, pre-school education activities outside the classroom, types of pre-school education and the last status pre-school education in Turkey and over the world. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to ensure general knowledge about preschool educational science to teacher candidates and to gain a perspective about preschool teaching as a profession. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To have basic knowledge about preschool education, preschool teacher education, and preschool education environments. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Having knowledge about the basic concepts of preschool education and their meanings.  2. Understanding the importance of pre-school education and the principles.  3. Understanding the properties of teaching profession and preschool teacher.  4. Understanding the main roles of preschool teachers in the classroom, in the school and in the environment.  5. Having knowledge about basic views on preschool education  6. Having knowledge about physical and educational environment of the pre-school.  7. Comparison of pre-school education applications in different countries with Turkey.  8. Understanding the importance of family in preschool and having knowledge about how to ensure school-family collaboration.  9. Having knowledge about preschool activities outside the classroom. | | | | | | | |
| **TEXTBOOK** | | | | | Haktanır, G. (2018). *Okul Öncesi Eğitime Giriş.* Ankara: Anı Yayıncılık.  Uyanık- Balat, G.( 2012). *Okul Öncesi Eğitime Giriş.* Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Demiriz, S., Karadağ, A. ve Ulutaş, İ. (2015). *Okul Öncesi Eğitim Kurumlarında Eğitim Ortamı ve Donanım.* Ankara: Anı Yayıncılık.  Ekiz, D. (2013*). Okul Öncesi Eğitime Giriş.* İstanbul: Lisans Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Definition, Scope and Importance of Preschool Education |
| 2 | Basic Principles of Pre-School Education |
| 3 | Fundamental Views about Pre-School Education |
| 4 | Features of Pre-School Teachers and Teacher Training in Preschool Education. |
| 5 | Preschool Education in Various Countries |
| 6 | Preschool Children's Basic Development Characteristics and Requirements |
| 7-8 | MID-TERM EXAM |
| 9 | Physical Environments of Pre-school Education Institutions |
| 10 | Educational Environments of Pre-school Education Institutions |
| 11 | The Importance of Family in Preschool Education and School Family Collaboration |
| 12 | Preschool Education and Mass Media |
| 13 | Outside the classroom Activities in Preschool Education |
| 14 | Types of pre-school institutions and the last status of pre-school in Turkey and over the world |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. | X |  |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |  | X |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  |  | X |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  |  | X |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  |  | X |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  |  | X |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | X |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
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**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 171910012 | **COURSE NAME** | Development and Education of Infants |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | | 2 | 5 | | COMPULSORY (x)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  | 30 |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | In this course, Basic concepts and principles of development; prenatal and postnatal characteristics; newborn (health, care, nutrition), the health of the infants’ development, the importance of care and feeding; 0-36 months child's developmental areas (motor, cognitive, language, social-emotional) and features self-care skills; Preschool Education Program for 0-36-Month-Children"s basic features, principles, indicators, environmental characteristics, activities, will be used in the program forms, planning of training (day training course and activity plan), implementation and evaluation topics will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Aims of this course;  Candidate teachers aware of the most critical period of early childhood is the first three years; and importance of care and education in this period; recognizes the "Preschool Education Program for 0-36-Month-Children" and gets ready to implement the program. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Teacher candidate knows the characteristics and development of infancy and prepares a plan suitable for the development of the child. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Knows the importance of 0-36 month infants’ development, health and nutrition. 2. Knows the programs for infants and explains the operation of these programs. 3. Knows the care and education programs for infants, explains the principles and items of these programs. 4. Recognizes and implies the "Preschool Education Program for 0-36-Month-Children” entirely.   Prepares, implements and evaluates daily training plan and activity plan | | | | | | | |
| **TEXTBOOK** | | | | | | Turan, F, & Yükselen, A.İ. (2016). Çocuk Gelişimi I Bebeklik Döneminde Gelişim. Ankara: Hedef CS YayınlarıMilli Eğitim Bakanlığı (2013). *0-36 Aylık Çocuklar için Okul Öncesi Eğitim Programı.* Ankara: MEB. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Diken, H. İ. (2018). *Erken çocukluk eğitimi*. Ankara: Pegem Akademi Yayınları. San -Bayhan, P., Artan, İ. (2004). *Çocuk gelişimi ve eğitimi.* İstanbul, Morpa.  Gür, Ç.(2018). Bebeklik Döneminde Gelişim ve Eğitim Etkinlik Örnekleriyle 0-3 Yaş. Ankara: Pegem Akademi Yayıncılık | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Basic concepts and principles of development |
| 2 | prenatal and postnatal characteristics; newborn (health, care, nutrition) |
| 3 | the health of the infants’ development, the importance of care and feeding |
| 4 | 0-36 months child's developmental areas (motor and physical development) and features |
| 5 | 0-36 months child's developmental areas cognitive and language development) and features |
| 6 | 0-36 months child's developmental areas (social and emotional development ) and features |
| 7-8 | MID-TERM EXAM |
| 9 | 0-36 months child's self-care skills development and features |
| 10 | Preschool Education Program for 0-36-Month-Children"s basic features, principles, |
| 11 | Preschool Education Program for 0-36-Month-Children"s indicators, environmental characteristics, activities, will be used in the program forms, |
| 12 | Preparation, implementation and evaluation of daily training plan and activity plan |
| 13 | Preparation, implementation and evaluation of daily training plan and activity plan |
| 14 | Preparation, implementation and evaluation of daily training plan and activity plan |
| 15,16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. | X |  |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. | X |  |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  | X |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | X |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  | X |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | X |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. | X |  |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | X |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. | X |  |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 171912011 | **COURSE NAME** | Development in Early Childhood Period |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 3 | | 0 | 0 | | | | 3 | 4 | | COMPULSORY (x)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, definition and importance of development in early childhood period; requirements of children in early childhood; physical development, motor development, cognitive development, language development, social development, emotiom developmet, moral development, gender development, character development in early childhood period ( 36-72 month) will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to know cognitive, language and physical development in early childhood period. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Teacher candidate knows the development and education of early childhood children, realizes developmental problems in children and prepares appropriate education plan. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1.Having knowledge about the definition and importance of early childhood period.  2.Having knowledge about the cognitive development in early childhood period.  3.Having knowledge about the language development in early childhood period.  4.Having knowledge about the physcial development in early childhood period.  5. Having knowledge about the motor development in early childhood period.  6. Having knowledge about the social development in early childhood period.  7. Having knowledge about the emotion development in early childhood period.  8. Having knowledge about the character development in early childhood period.  9. Having knowledge about the moral development in early childhood period.  10. Having knowledge about the gender development in early childhood period. | | | | | | | |
| **TEXTBOOK** | | | | | | Fazlıoğlu, Y. (2016). *Erken çocukluk gelişimi ve eğitimi.* İstanbul: Paradigma Akademi Yayınları.  Aral, N. & Temel, F. (2018). Çocuk Gelişimi. Ankara: Hedef CS Yayıncılık.  Artan, İ. (2018). Cinsel Gelişim ve Eğitimi . Ankara: Hedef CS Yayıncılık.  Turan, F.& Yükselen, A.İ. (2016). Çocuk Gelişimi 2 Okul Öncesi Dönemde Gelişim. Ankara: Hedef CS yayınları | | | | | | | |
| **OTHER REFERENCES** | | | | | | Ergin, H.; & Köseoğlu, S.A (2018). Gelişim Psikolojisi. Ankara: Nobel Akademik Yayıncılık  Diken, H. İ. (2018). *Erken çocukluk eğitimi*. Ankara: Pegem Akademi Yayınları San -Bayhan, P., Artan, İ. (2004). *Çocuk gelişimi ve eğitimi.* İstanbul, Morpa.  Senemoğlu, N. (2018).Gelişim Öğrenme ve Öğretim Kuramdan Uygulamaya. Ankara: Anı Yayıncılık | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

|  |  |
| --- | --- |
| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Definition and Importance of Development in Early Childhood Period; Requirements of Children in Early Childhood |
| 2 | Definition and Importance of Cognitive Development in Early Childhood Period |
| 3 | Cognitive Development Approaches in Early Childhood Period |
| 4 | Definition and Importance of Language Development in Early Childhood Period |
| 5 | Creator Systems of Language and Relationship Between Thought and Language; Language Development Approaches in Early Childhood Period |
| 6 | Definition and Importance of Physical Development in Early Childhood, Supporting Physical Development of Children in Early Childhood Period |
| 7-8 | MID-TERM EXAM |
| 9 | Definition and Importance of Motor Development in Early Childhood, Supporting Motor Development of Children in Early Childhood Period |
| 10 | Definition and Importance of social and emotion Development in Early Childhood Period |
| 11 | social and emotion Development Approaches in Early Childhood Period |
| 12 | Definition and Importance of moral and character Development in Early Childhood |
| 13 | Moral and character Development Approaches in Early Childhood Period |
| 14 | Gender development and gender development Approaches in Early Childhood Period |
| 15,16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | x |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | x |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | x |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |  |  | x |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  |  | x |
|  | Be able to follow current national and international development about preschool education field. | x |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | x |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | x |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  | x |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | x |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | x |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  |  | x |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | x |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | x |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | x |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | x |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | x |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | x |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | x |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | x |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | x |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | x |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171913013 | **COURSE NAME** | Language & Concept Dev.ın Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
|  | 2 | | 0 | 0 | | | | 2 | 4 | | COMPULSORY ()  ELECTIVE (X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Theoretical approaches about language acquisition, language and concept development in preschool period, the importance, scope and role of teacher in literacy studies, inclusion of literacy studies in education program. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Language and literacy development in early childhood, pre-literacy and pre-literacy activities, teacher's role, preparing literacy based learning program and learning environment, acquiring basic knowledge and skills related to evaluation of literacy studies. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Explain the development of language and concept in early childhood, the factors affecting it and the role of the teacher. Explain the scope of literacy studies in preschool education and applications for improving literacy skills. Be aware of the importance of preschool education programs, teachers and learning environments in developing literacy skills. Evaluates the application examples related to read and write preparation studies. Prepare educational programs and educational environments to develop literacy skills. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, students; 1) Learn the sounds, symbols used in the language and how they come together. 2) To be able to have information about the provision of stimulants and setting up suitable environments to support the child's language development process. 3) Gains knowledge of the process of using language as a communication tool. 4) Students will have information about the features and programs of children with language delay and language disorders. | | | | | | | |
| **TEXTBOOK** | | | | | | Temel, F. (2014). Erken çocuklukta dil edinimi. Ankara: Vize Yayıncılık | | | | | | | |
| **OTHER REFERENCES** | | | | | | Diken, İ. H. (2012). Erken çocukluk döneminde dil becerilerini geliştirme. Maya Akademi. Temel, F. (2014). Erken çocuklukta dil edinimi. Ankara: Vize Yayıncılık | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| --- | --- |
| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Definition of language and its importance in our daily lives |
| 2 | 0-3 age language development process |
| 3 | 3-6 age language development process |
| 4 | Stages of language development process |
| 5 | Components of language |
| 6 | Opinions about language development |
| 7-8 | MID-TERM EXAM |
| 9 | Physiological foundations of speech and language |
| 10 | Concept development process and its features |
| 11 | Concept development between 0-3 years |
| 12 | Approaches to concept development |
| 13 | Relationship between concept and language development |
| 14 | Classification of Concepts |
| 15,16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education Primary Education Department - Preschool Education Program Course Information Form**

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| **SEMESTER** | Autumn |

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| **COURSE CODE** |  | **COURSE NAME** | **Science Education in Early Childhood** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 3 | 3 | | 0 | 0 | | | 3 | 6 | COMPULSORY ( X)  ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** | |
| %25 | | %75 | | | |  | | | | | General Knowledge( )  Content Knowledge ( x ) | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 20 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (TermPaper) | | | | | 1 | | 20 |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, the place of the science education in life and the importance of positive attitudes towards science, basic science concepts and concept stages of learning, science education approaches, science programs used in early childhood education (Wings of Discovery, Tool Kit for early childhood science education, Eller Hamurda), the development of skills to use the science in learning and living concepts to children, the development of science process skills used in teaching methods of science and techniques of science education inside and outside of the classroom, the roles of community, families and the teachers for bringing the scientific thinking , planning appropriate activities to preschool science education program, implementation and evaluation issues will be addressed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To learn importance, situation, aims, feasibility activities and information and skill of concerned this science and nature activities in early childhood education, skills of scientific thinking teaching technics activity and material prepare as to these technics. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Learning of science and nature activities in early childhood education  2. Skills of scientific thinking teaching technics  3. Activity and material prepare as to these technics. | | | | | | | |
| **TEXTBOOK** | | | | | Akman, B., Uyanık Balat, G. Ve Güler, T. (2017). *Okul öncesi dönemde fen eğitimi* (5. Baskı). Ankara:Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Alisinanoğlu, F., Kahveci, S.Ö. (2015). *Okul öncesinde fen eğitimi* (3. Baskı). Ankara:Pegem Akademi Yayınları.  Macaroğlu Akgül, E. (2009). *Fen ve doğa etkinlikleri uygulama kitabı.* İstanbul: Morpa Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Importance and situation of science and nature activities in early childhood education, give information to semester homework and other studies |
| 2 |
| 3 | To learn importance, situation, aims, feasibility activities and information and skill of concerned this science and nature activities in early childhood education |
| 4 |
| 5 |
| 6 | Concepts in science and nature education |
| 7-8 | Visa |
| 9 | Skills of scientific thinking teaching technics |
| 10 |
| 11 | Skills of scientific thinking teaching technics, activity and material prepare as to these technics, Discuss and evaluation of homework |
| 12 |
| 13 |
| 14 |
| 15-16 | Final Exam |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. | X |  |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  | X |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. | X |  |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic , interests, needs, environmental and cultural features. | X |  |  |
|  | Be able to to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  | X |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral , language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | X |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  | X |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  | X |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |

**ESOGU Faculty of Education Primary Education Department - Preschool Education Program  
Course Informatıon Form**

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| --- | --- |
| **SEMESTER** | Autumn |

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| **COURSE CODE** |  | **COURSE NAME** | **Mathematic Education in Early Childhood** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 3 | 3 | | 0 | 0 | | | 3 | 5 | COMPULSORY ( X)  ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** | |
| %25 | | %75 | | | | %0 | | | | | General Knowledge( )  Content Knowledge ( x ) | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 20 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (Term Paper) | | | | | 1 | | 20 |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, the importance of mathematics education in pre-school, develop a positive attitude towards mathematics, the development concept in mathematics, mathematics and other sciences relationship, development of mathematical skills in pre-school, mathematics programs (Building Blocks, STEM, GEMS (Big Explanation in Math and Science, Big Maths for Little Kids); pre-school math processes (problem solving, reasoning / inquiry, communication, merge / link description ), the appropriate math activities to pre-school education program planning, implementation and evaluation will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Learning of developing child’s mathematical knowledge,  Learning of instruction method s for developing child’s mathematical concepts | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | Saying mathematical concepts in preschool childhood, saying and practice activities for developing child’s mathematical concepts | | | | | | | |
| **TEXTBOOK** | | | | | Akman, B. (Edt.) (2017). *Okul öncesinde matematik eğitimi* (5. Baskı). Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Aktaş Arnas, Y. (2010). *Okul öncesi dönemde matematik eğitimi*. Adana: Nobel Kitabevi.  Güven, Y. (2000). *Erken çocukluk döneminde sezgisel düşünme ve matematik*. İstanbul: Ya-Pa Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concept development in child  Concept teaching |
| 2 |
| 3 | Piaget’s cognitive development theory  Mathematic teaching in early childhood education |
| 4 |
| 5 | Prepare center of mathematics |
| 6 | Teacher mission of teaching mantic concepts  Teaching mathematic with other activity situation in program |
| 7-8 | Midterm Exams |
| 9 | Teaching of mathematic concepts and abilities: classification comparison  pairing arranging number concept |
| 10 | Addition and subtraction activities |
| 11 | Spatial concept, geometric shapes, measuring activities, |
| 12 | Graphs, teaching math with computer |
| 13 | Practice |
| 14 | Practice |
| 15-16 |  |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. | X |  |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  | X |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. | X |  |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic , interests, needs, environmental and cultural features. | X |  |  |
|  | Be able to to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  | X |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral , language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | X |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  | X |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  | X |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education Primary Education Department (Preschool Teaching Program) Course Information Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Early Childhood Creativity and Creative Child Activities |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( ) ELECTIVE (X) | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
|  | |  | | |  | | | | General Knowledge ( ) Content Knowledge ( X) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | 1 | 20 |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | | 1 | 40 |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | | Final-Term | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | Definition of creativity; Creative thinking and its importance of man and society in the life; The theories explaining of creative thinking; Dimensions of creativity; Creativity and arts area; The relationship between creative and intelligence; Personality traitis of creative individuals; The development of creativity; Social, cultural, developmental, and emotional factors affecting creativity; Creative problem solving process and the importance of brainstorming; The role of early childhood education,in the creativity development; Developed of creativity in preschool age children; Planning, implementation and evaluation of Creative activities | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims to understand the personality traitis of creative children, and supperted to creativity of children. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | |
| **COURSE OUTCOMES** | | | | | | 1.Having knowledge about the theory of creative thinking.  2.Having knowledge about the defition creativity, and the importance of creativity.  3. Prepareing to plan creative drama activities according preschool children  3. Having knowledge about the factors affecting of creativity.  4.Having knowledge about the role of school and family in the growing creative children.  5.Supported of children's creativity. | | | | | |
| **TEXTBOOK** | | | | | | Yıldız, F.Ü. ve Şener, T. (2010). *Okul öncesi dönemde yaratıcılık eğitimi I-II.* Ankara: Nobel Yayın. . | | | | | |
| **OTHER REFERENCES** | | | | | | Yıldız, F. Ü., Şener, T. (2016). *Okul öncesi dönemde yaratıcılık eğitimi I-II*. Ankara: Nobel Akademik Yayıncılık.  Argün, Y. (2010). *Okul öncesi dönemde yaratıcılık eğitimi*. Ankara: Anı Yayıncılık.  Üstündağ, T. (2013). *Yaratıcılığa yolculuk.* Pegem A Yayıncılık 2003 Ankara.  Köksal- Akyol, A. (2013). *İlköğretimde drama.* Ankara: Kriter Yayınları | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show. | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of creativity; creative thinking and its importance of man and society in the life |
| 2 | The theories explaining of creative thinking |
| 3 | Dimensions of creativity; |
| 4 | Creativity and arts area |
| 5 | The relationship between creative and intelligence |
| 6 | Personality traitis of creative individuals |
| 7-8 | Mid-term exam |
| 9 | The development of creativity |
| 10 | Social, cultural, developmental, and emotional factors affecting creativity; |
| 11 | Creative problem solving process and the importance of brainstorming |
| 12 | The role of early childhood education,in the creativity development |
| 13 | Developedoof creativity in preschool age children;. |
| 14 | Planning, implementation and evaluation of creative activities |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | x |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | x |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | x |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |  |  | x |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  |  | x |
|  | Be able to follow current national and international development about preschool education field. | x |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | x |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | x |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | x |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | x |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  |  | x |
|  | Be able to prepare an implemention training plans according children's development characteristic , interests, needs, environmental and cultural features. | x |  |  |
|  | Be able to to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | x |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | x |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral , language development, self-care skills, sexual development and physical properties in the preschool period. |  | x |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | x |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. | x |  |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  |  | x |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. | x |  |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | x |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | x |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | x |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGÜ Faculty of Education Primary Education Department (Preschool Teaching Program)**   
 **Course Informatıon Form**

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| **SEMESTER** | Autumn |

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| **COURSE CODE** |  | **COURSE NAME** | Curriculums in Preschool Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 3 | | 0 | - | | | 3 | 5 | | COMPULSORY (X ) ELECTIVE ( ) | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge( ) Content Knowledge (x) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | | 1 | 30 |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, the importance, principles and elements of a curriculum, the historical development of pre-school education program in Turkey, pre-school education programs implemented in Turkey; basic features, principles, outcomes, indicators, media properties, events, and will be used in the program forms, planning (monthly training plan, daily training flow and activity plan), implementation and evaluation, applied studies within the respective class with preschool program will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Aims of this course;  Candidate teachers aware of the importance of curriculum; recognizes the "Preschool Education Program for 0-36-Month-Children" and gets ready to implement the program. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Knows the importance of a curriculum, the principles and items. 2. Knows the development of pre-school education in Turkey. 3. Recognizes and implies the "Preschool Education Program” entirely. 4. Prepares, implements and evaluates monthly training plan, daily training plan and activity plan. | | | | | | | |
| **TEXTBOOK** | | | | | Çelik, N, Daşcan, Ö., (2017). *Okul öncesi eğitimi programı ve etkinlik kitabı.* Ankara: Anı Yayıncılık.  Milli Eğitim Bakanlığı. (2013). *Okul Öncesi Eğitim Programı.* Ankara: MEB.  . | | | | | | | |
| **OTHER REFERENCES** | | | | | Diken, H. İ. (2010). *Erken çocukluk eğitimi*. Ankara: Pegem Akademi Yayınları.San -Bayhan, P., Artan, İ. (2004). *Çocuk gelişimi ve eğitimi.* İstanbul, Morpa | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The importance of the curriculum, principles and elements |
| 2 | Historical development of preschool education program in Turkey |
| 3 | "Preschool Education Program": Basic features, principles, indicators, |
| 4 | "Preschool Education Program": Environmental characteristics, activities |
| 5 | "Preschool Education": Forms, planning (monthly training plan, daily training plan and activity plan) |
| 6 | School observation |
| 7-8 | MID TERM |
| 9 | School observation |
| 10 | Preparation, implementation and evaluation of monthly training plan, daily training plan and activity plan |
| 11 | Preparation, implementation and evaluation of monthly training plan, daily training plan and activity plan |
| 12 | Preparation, implementation and evaluation of monthly training plan, daily training plan and activity plan |
| 13 | Sharing the results of observation and practice in the classroom |
| 14 | Sharing the results of observation and practice in the classroom |
| 15,16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. | X |  |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. | X |  |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  | X |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | X |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic , interests, needs, environmental and cultural features. | X |  |  |
|  | Be able to to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral , language development, self-care skills, sexual development and physical properties in the preschool period. |  | X |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | X |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. | X |  |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | X |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. | X |  |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
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**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | [171914012](javascript:OpenPage('qi4FvZ69uQIepOf+wizI92j5F9xq1z6Bcat4tcEtIxBEtIveNEMfrR/EhJyaiVL5RYMX5AgYmbuZaaGdkDsyIQ==')) | **COURSE NAME** | **Child and Media** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| IV | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( )  ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Media theories that examine the relationship between children and digital media products (cartoon films, advertisements, computer games, internet sites, etc.); media and violence; media and bullying; media and children's rights; the influence of the media on the child development; media and childhood obesity; the role of family and school in accessing and using digital media. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to assist participants in constructing their informed opinions about the role of digital media in the lives of children and their families. Investigation of the relationship between the media culture and child development will be emphasized throughout lectures. Participants will also explore the extent of the relationship between the digital media products and children and how this relationship affects family and school life. Current debates surrounding the issue will be discussed in light of the recent research findings. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | * To examine the relationship between media culture and child development * To examine the dimensions of the relationship between digital media products and the child and its effects on family and school | | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of course,   1. Successful students will be able to; recognize and classify various types of digital media products such as TV programs, the web-based content/games,   2. computer games, explain the effects of media on children's physical, cognitive, language and socio-emotional development,distinguish and compare the leading theories of children and media,  3. analyze the digital media's impact on children's relationships with their families and schools by basing their opinions to the current literature,  4. assess the impact of various media products on school dynamics by using appropriate instruments and methods | | | | | | | |
| **TEXTBOOK** | | | | | Giritli Yiğitli, Y. ve Akıner, N. (2008). *Medya ve Çocuk Rehberi.* Konya: Eğitim Kitabevi. | | | | | | | |
| **OTHER REFERENCES** | | | | | American Academy of Pediatrics (2006). Active healthy living: Prevention of childhood obesity through increased physical activity. *Pediatrics* 117(5), 1834-1842. Calvert, S. (2005*). Media and Early Development*. In Blackwell Handbook of Early Childhood Development (Eds: McCartney, K. and Deborah Phillips). Blackwell Publishing. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Introductions, Basics |
| 2 | Media’s Role in Child Development: Cognitive and Language Development |
| 3 | Media’s Role in Child Development: Cognitive and Language Development |
| 4 | Media and Childhood Obesity |
| 5 | Media Violence – I |
| 6 | Media Violence – II |
| 7-8 | MID-TERM EXAM |
| 9 | Media and Children Rights |
| 10 | Child, Family and Media |
| 11 | Child, School and Media |
| 12 | Media Literacy |
| 13 | Project Presentations |
| 14 | Project Presentations |
| 15,16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | X |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  | X |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  | X |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  |  | X |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  | X |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | X |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  |  | X |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | X |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  | X |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  | X |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

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**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914011 | **COURSE NAME** | Drama in Early Childhood Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| IV. | 2 | | 0 | 0 | | | | 2 | 2 | | COMPULSORY (X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, the definition of drama, history, importance, objectives, drama, relationship with the other arts of drama, the differences between drama and theater techniques used in drama (pantomime, role playing, dramatization, improvisation, photography, narrative, stories, poems, creating rhymes and so on. ), drama teacher's role, participants in the drama, drama, stage, preparation of drama in education environments, implementation and evaluation will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims to recognize the individual characteristics through creative drama, to distinguish individual differences, to understand the properties of creative drama, be able to plan and implement creative drama activities. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Plans and applies drama activities suitable for early childhood children. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. .Having knowledge about the defition creative drama , and the importance of creativite drama.  2. Having knowledge about the developed to suitable drama activities for pre-school age children  3. Prepareing to plan creative drama activities according preschool children.  4. Appication of drama activities according preschool children.  5. Evaluation of activities drama according preschool children. | | | | | | | |
| **TEXTBOOK** | | | | | | Köksal-Akyol, A. (2018). Okul Öncesi Eğitimde Drama. Ankara: Hedef CS | | | | | | | |
| **OTHER REFERENCES** | | | | | | Gönen, M.& Dalkılıç, N.U.(2017). Çocuk Eğitiminde Yaratıcı Drama. Ankara: Eğiten Kitap  Üstündağ, T. (2016). *Yaratıcı drama öğretmenin günlüğü*. Ankara: Pegem Yayıncılık.  Köksal- Akyol (2013). *İlköğretimde drama*. Ankara: Kriter Yayınları. Ömeroğlu, E., Ersoy, Ö., Tezel- Şahin, F., Kandır, A. ve Turla A. (2010). *Okul öncesi eğitimde drama*. Ankara: Kök Yayıncılık.  Kama, G., ve Sarıyüce, Z.(2013). *Okul öncesi çocuklarla drama*. Ankara: Kök Yayıncılık.  Aksarı, S.( 2013). *Okul öncesinde drama ve drama yoluyla sanat eğitimi: deneysel uygulamalar*. Ankara: Nobel Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Definition and importance of educational drama |
| 2 | Features of psychodrama, creative drama, drama-play and educational drama |
| 3 | Historical development of children’s drama applications |
| 4 | Application phases of educational drama |
| 5 | Classification of educational drama and application according age group and areas |
| 6 | Qualifications of educational drama teacher |
| 7-8 | Mid-term exam |
| 9 | Media specification of educational drama |
| 10 | Special techniques in educational drama |
| 11 | Assessment of educational drama |
| 12 | Samples of educational drama |
| 13 | Application of preschool education lesson plans through drama |
| 14 | Application of preschool education lesson plans through drama |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914009 | **COURSE NAME** | Music Education in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| IV. | 3 | | 0 | 0 | | | | 3 | 4 | | COMPULSORY ()  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | There is noprerequisiteorco-requisiteforthiscourse. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | In this course, the role and importance of music in preschool education, basic concepts of music (music education), the development of tonal sense, the development of rhythmic perception, sound, tempo, rhythm, timbre), the purpose of music education, principles, children in development of skills related to music, the relationship between the development of the fields of music, education, environment, regulation, place the instrument in the music event, the work done in the pre-school music activities; audio listening and discrimination studies, rhythm exercises, breathing open and singing, creative movement and dance, music history, music events according to pre-school education program planning, implementation and evaluation issues will be addressed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Create awareness about using music in environment and make students benefit from music in their classrooms. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | In the early childhood period, it will contribute to the professional life of teachers in terms of being a fun, child-participation technique used in all developmental areas of children. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | * Understands the importance and purpose of using music in preschool education. * Tells the effects of music to the development of children. * Tells the effects of music to the language development of children. * Tells the effects of music to the social-emotional development of children. * Tells the effects of singing songs collectively. * Tells the effects of playing musical instruments. * Tells the effects of listening to music. * Uses appropriate implications for children’s developmental stage and musical skills. * Exhibits rhymes, count, sing, musical plays. * Improves the child's sense of rhythm, sense of hearing, musical knowledge and desire. * Implies activities which improve using sound, singing the song in right way, listening to the sound, discrimination, voice production, creative movement, dance. * Designs a rhytm tool. * Plays children's songs by creating polyphonic rhythms. | | | | | | | |
| **TEXTBOOK** | | | | | | Kılıç, I. (2012). Okul öncesinde müzik eğitimi (2. Baskı). Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Akkaş, S. (2010). Orff çalgıları ve blokflüt ile müzik eğitimi. Ankara: Bilgi Ders Kitapları.  Akkaş, S. (2011). Eğitim fakülteleri ve sınıf öğretmenliği bölümleri için müzik öğretimi. Ankara: Bilge Ders Kitapları.  Sun, M. (2006). Kır Çiçekleri. Ankara: Sun Yayınevi.  Öztuna, Y. (2006). Büyük Türk musikisi ansiklopedisi I-II. Ankara: Orient Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | 1- The importance of music for people.  2- The importance and the place of music in pre-school education. |
| 2 | 1-The impression of music on children  2- The musical skills of pre-schoolers  3- Rhythm education  4- The techniques of playing the melodica |
| 3 | The principles of music courses.  2- Rhythm studies  3- Rules of prosody.  4- The examples of making count |
| 4 | 1- Taking the homework about rhythm instruments.  2-Rhythm studies.  3- Counting and rhythm with songs.  4- Counting and nursery rhyme with the measure of 2/4 |
| 5 | 1-The examples of nursery rhymes with the measure of 3/4  2- The examples of nursery rhymes with the measure of 4/4  3- Arranging rhythm for child songs and playing them |
| 6 | 1-The examples of nursery rhymes with the measure of 3/4  2- The examples of nursery rhymes with the measure of 4/4  3- Arranging rhythm for child songs and playing them |
| 7-8 | MID-TERM EXAM |
| 9 | 1. Rhythm education in preschools  2- Ear-training in preschools-monuaural, themeand  sentence |
| 10 | 1.Voice training in preschools- theorgans of voice - theproperties of voice – producing voice- diaphragm- breathing, relaxing and collective voice education  2- Teaching song in preschools – Determinig common voice area- Selecting songs- Preparing children-  Teaching song |
| 11 | 1-Techniques of song teaching  2-Listening to music – Listening to music unawarely- Listening to music while moving- Just listening to music- Listening to music in preschools  3. Dramatization |
| 12 | - Conducting piece of music with the measure of 2/2, 2/4, 3/4, 4/4, 9/8  2. Dramatization with music |
| 13 | 1- Conducting piece of music with the measure of 2/2, 2/4, 3/4, 4/4, 9/8  2. Dramatization with music |
| 14 | 1-Gaining the skill of singing and conducting Turkish National Anthem correctly. |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914010 | **COURSE NAME** | [Early Chıldhood Play Development & Edu.](javascript:OpenPage('qi4FvZ69uQIUryI9UC3dgpLp6TOkryuwYbJdMalgPVkYdSYvFm9JXXPiYAwJvD5Y2NjKGxLce7c=')) |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
|  | 3 | | 0 | 0 | | | | 3 | 3 | | COMPULSORY ()  ELECTIVE (X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, the description of the play, theories on play, the importance of play in early childhood, play’s effects on child development, stages of play according to the child's age and developmental characteristics, the role of the adult in the game, media editing, planning appropriate play activities to pre-school education programs, implementation and evaluation will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims to comprehend the definition, stages and types of play, factors affecting play, history, place and importance of play in preschool education, planning and evaluation of play in daily plan in preschool education institutions. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Explain the importance of play in early childhood.Uses and evaluates game types and game stages in practice. Explain the game-based program. Explain the necessary elements for creating effective playgrounds and content. Explain the importance of adult role in children's plays. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | Knows the stages of play development,  Knows the importance of play,  Knows the considered features in selection of toys,  Prepares and implements play activities | | | | | | | |
| **TEXTBOOK** | | | | | | Aksoy, A.B., & Dere- Çiftçi, H. ( 2017). Erken Çocukluk Döneminde Oyun. Duyu motor oyundan, kuralı Oyuna. Ankara. Pegem Yayıncılık  MEB (2013). Okul Öncesi Eğitim Programı (36-72 aylık). Ankara: Komisyon.  Poyraz, H. (2012). Okul öncesi dönemde oyun ve oyun örnekleri (4. Baskı). Ankara: Anı Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Sevinç, M. (2004). *Erken çocukluk gelişimi ve eğitiminde oyun*. İstanbul: Morpa Yayınları.  Çoban, B. ve Nacar, E. (2006). *Okul öncesi eğitimde eğitsel oyunlar*. Ankara: Nobel Yayıncılık.  Özdoğan, B. (2009). *Oyun ve çocuk.* Ankara: Anı Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | The Definition of Play and Historical Development of Play |
| 2 | Point of view of early childhood educator about playing development and Play theories |
| 3 | Place and Importance of Play in Development Child |
| 4 | Stages of Play |
| 5 | Types of Play |
| 6 | Play in preschool education; Plaın suıtable play for preschool child. |
| 7-8 | MID-TERM EXAM |
| 9 | Cultural Different in play; plays and toys in Turkey culture |
| 10 | Feature of toys in 0-6 age children |
| 11 | Structuring and Designing play |
| 12 | Structuring and Designing play |
| 13 | Structuring and Designing play |
| 14 | Structuring and Designing play |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 171914013 | **COURSE NAME** | Education of Hospitalized Children |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| IV | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( )  ELECTIVE (X) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge ( )  Content Knowledge (X) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Homework- Project | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | According to the age groups of children in hospital, developmental characteristics, interests and needs, mental states; Hospital staff, interaction between child and family; Prepare the hospital for preliminary training, diagnosis, treatment and operation; Preparing and implementing an activity plan of game, music, art, drama, mathematics, story etc. for children in hospital; Interaction between hospital schools and children with fatal illness, families and staff. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to teach basic strategies and methods that they can use for teaching the primary mathematics topics to pre-service teachers. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To comprehend the knowledge and skills necessary for the education of hospitalized children | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Students shall know the developmental characteristics of hospitalized children according to age groups. 2. Students shall now the psychological needs of children in hospital. 3. Students shall allow the interactions between hospital straff, child, and the family 4. Students shall support the process of preparing the child for treatment or operation. 5. Students shall prepare and implement an activity plan for game, music, art, drama, mathematics, story, etc. for children in hospital. | | | | | | | |
| **TEXTBOOK** | | | | | Santrock, J. W. (2015). Yaşam boyu gelişim: gelişim psikolojisi. İstanbul: Nobel Akademik Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | Baltaş, A., (2008). Sağlık Psikolojisi. İstanbul: Remzi Kitabevi.  Herman, J. L. (2007). Travma ve İyileşme. İstanbul: Literatür Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Introduction to the education of hospitalized children |
| 2 | Developmental characteristics of hospitalized children according to age groups |
| 3 | Psychological needs, mental states of children in hospital |
| 4 | The child's disease diagnosis process |
| 5 | Preparing the child for staying in hospital and treatment |
| 6 | Preparing the child for operation |
| 7 | Needs after surgery |
| 8 | Children ith fatal diesease |
| 9 | Interaction between hospital staff, child, and family |
| 10 | For children in hospital preparing an event plans of game, music, art, drama, mathematics, story etc. |
| 11 | For children in hospital preparing an event plans of game, music, art, drama, mathematics, story etc. |
| 12 | For children in hospital preparing an event plans of game, music, art, drama, mathematics, story etc. |
| 13 | Hospital schools |
| 14 | Overview of the course |
| 15,16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Primary Education Department** (**Primary School Teaching**) **Course Informatıon Form**

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| --- | --- |
| **SEMESTER** |  |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171418134 | **COURSE NAME** | Teaching Social Skills |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
|  | 2 | | 0 | | 0 | | | 2 | 4 | COMPULSORY () ELECTIVE X( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | | **Content Knowledge** | | **General Knowledge** | | **Elective Course** | | | | | | | |
|  | | |  | |  | | Professional Know.( )Content Know.(X)Gen. Know ( ) | | | | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| Mid-Term | | | | 1 | 40 |
| Quiz | | | |  |  |
| Homework | | | |  |  |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | | |  | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | | This course has no preliminary condition. | | | | | |
| **COURSE DESCRIPTION** | | | | | | | Definition of social skills concept, its dimensions, relations of dimensions with each other; social skills and generalization of skills to students; choice of target skills; doing skill analysis, modeling the child, playing role and performing rehearsals for the children; children repetition of skill; assessing children's performances; generalization of social skills and examination of primary school curriculum; determination of the skills in the lessons and sample activity applications will be covered. | | | | | |
| **COURSE OBJECTIVES** | | | | | | | The main aim of the course is to teach the social skills in the individuals to be determined and to be developed with educational programs by showing the importance of social skills in communication process. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | | Candidate teachers will acquire basic knowledge and skills related to social skills education and will be able to gain social skills for their primary school students in their future professional lives. | | | | | |
| **COURSE OUTCOMES** | | | | | | | 1.Knows basic concepts about social skills.  2. Express the place of social skills in daily life.  3. It uses daily.  4. İdentifies the family in social skills training for primary school students.  5.Design a social skills training program taking into account developmental periods. | | | | | |
| **TEXTBOOK** | | | | | | | Bacanlı, H. Sosyal beceri eğitimi. Ankara: Pegem. | | | | | |
| **OTHER REFERENCES** | | | | | | | Avcıoğlu, H. Etkinliklerle sosyal beceri öğretimi.Anakara Pegem. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | | Computer, projection, course materials. | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts and models of social skills |
| 2 | Social emotional development in childhood and youth |
| 3 | Social skills and social competence |
| 4 | Ability to run a business with a group |
| 5 | Emotional skills |
| 6 | Ability to cope with aggressive behavior |
| 7-8 | MID-TERM EXAM |
| 9 | Peer relations and characteristics |
| 10 | Social skills in the beginning |
| 11 | Advanced social skills |
| 12 | Ability to cope with stress |
| 13 | Social skills training programs for primary school students |
| 14 | Measuring social skills |
| 15-16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | **X** |  |
| 2 | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  | **X** |  |
| 3 | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | **X** |  |  |
| 4 | Becomes sensitive toward society, environment and human being; raising students who will be useful to society, have confidence for future, investigative, have inquiry ability and supports lifelong learning. |  | **X** |  |
| 5 | Takes responsibility individual and group works and carry out tasks effectively. | **X** |  |  |
| 6 | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  |  | **X** |
| 7 | Makes self assessment. | **X** |  |  |
| 8 | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  |  | **X** |
| 9 | Have knowledge about concepts, theory and applications of teaching profession, general culture and basic science. | **X** |  |  |
| 10 | Have ability of technical and pedagogical using for the purpose of information and communication technologies. |  | **X** |  |
| 11 | Makes most suitable teaching plans and applications by taking into account the developmental characteristics and individual differences of students, and subject area features and acquisitions. | **X** |  |  |
| 12 | Have information about national and international education system, structure and the historical development of the elementary teacher. |  | **X** |  |
| 13 | Have respect to national culture and universal values. |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171916004 | **COURSE NAME** | Early Childhood and Assessment |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 3 | | 0 | 0 | | | | 3 | 4 | | COMPULSORY (X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, importance and necessity of children’s recognition; recognition of children from different perspectives, principles of recognition of children, techniques and characteristics used in identification of children (observation, event recording, individual interview, home visits); early childhood tests (development tests, projective tests, intelligence tests); recognition of the child through play and picture; portfolio (development file) and documentation titles will be covered will be covered. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to ensure general knowledge about recognition and assessment of children to teacher candidates and to gain a perspective recognition and measurement of children. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Understanding the importance, necessity and principles of recognizing in preschool children.  2.Having knowledge about assessment and measurement techniques of children development  3. Having knowledge about reporting, interpretation and use of information about children. | | | | | | | |
| **TEXTBOOK** | | | | | | MCafee, O. & Leong, D.J.( 2012). *Erken çocukluk döneminde gelişim ve öğrenmenin değerlendirilmesi ve desteklenmesi* (Çeviri Editörü: Birsen Ekinci Palut). Ankara: Nobel Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Yavuzer, H. (2016). *Resimleriyle çocuk*. İstanbul: Remzi Kitabevi  Yavuzer, H. (2016). *Çocuğu tanımak ve anlamak*: *ana-babaların en çok sorduğu sorular ve cevaplarıyla*. İstanbul: Remzi Kitabevi  Önder, A.(2014). *Okul öncesi dönemde çocukları değerlendirme ve tanıma teknikleri.* Ankara: Pegem Akademi Yayınları.  Özgüven, İ.E. (2014). *Bireyi tanıma teknikleri*. Ankara: Nobel Akademik Yayıncılık.  Ceyhan, A.A. ve Ören, M (Ed.). (2011). Çocukları Tanıma Teknikleri. Eskişehir: Açıköğretim Fakültesi Yayınları.  Wright, R.J. (2010). *Multifaceted Assessment for Early Childhood Education*. Los Angeles: SAGE Publication.  Allen, K.E., Cowdery, G.E. (2009). *The Exceptional Child: Inclusion in Early Childhood Education* (6th Edition). Clifton Park, NY: Thomson Delmar Learning. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | The Purpose of Recognition Defining Children, İmportance and Necessity |
| 2 | Knowing Children From Different Angles, |
| 3 | Principles of Recognizing Children |
| 4 | Techniques And Characteristics Used İn The Definition of Children (Observation, Event Recording, İndividual İnterview, Home Visits) |
| 5 | Techniques And Characteristics Used İn The Definition of Children (Observation, Event Recording, İndividual İnterview, Home Visits) |
| 6 | Techniques And Characteristics Used İn The Definition of Children (Observation, Event Recording, İndividual İnterview, Home Visits) |
| 7-8 | MID-TERM EXAM |
| 9 | Early Childhood Tests (Development Tests, Projective Tests, İntelligence Tests) |
| 10 | Early Childhood Tests (Development Tests, Projective Tests, İntelligence Tests) |
| 11 | Recognizing The Child Through Play And Painting |
| 12 | Recognizing The Child Through Play And Painting |
| 13 | Portfolio (Development File) |
| 14 | Reporting |
| 15,16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171915018 | **COURSE NAME** | Movement Development and Education for Children |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
|  | 2 | | 0 | 0 | | | | 2 | 4 | | COMPULSORY ()  ELECTIVE (X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | |  | | | | | | | |
| **COURSE OBJECTIVES** | | | | | |  | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | |  | | | | | | | |
| **TEXTBOOK** | | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | | Güven. N. M. (2005) O*kul öncesi ve ilköğretimde beden eğitimi*. Ankara: Kök Yayıncılık.  Kale, R. (2010). *Okul öncesi dönemde beden eğitimi ve oyun öğretimi*. Ankara: Nobel Yayınları.  İnan. M. (2003). *3-9 yaş çocukları için uygulamalı hareket eğitimi*. İstanbul: Morpa Yayıncılık.  Kale. R. (2003). *Okul öncesi dönemde beden eğitimi ve oyun öğretimi.* Nobel Yayınevi, Ankara.  Güneş, A. (2010). *Okullarda beden eğitimi ve oyun öğretimi*. Ankara: Pegem Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topics** |
| 1 | The role of physical activity in child development - developmental tasks of preschool child |
| 2 | Importance, purpose and principles of teaching physical education and plays |
| 3 | Categories of human movements and individual and group activities for this movements. |
| 4 | Training plays I |
| 5 | Training plays II |
| 6 | Equipment and materials related to physical activity and using information this equipment and materials. |
| 7-8 | MID-TERM EXAM |
| 9 | Instrumented plays |
| 10 | Classroom plays |
| 11 | Rhythmic activities and musical plays |
| 12 | Play activities for preschool education |
| 13 | Features to be considered in movement education. |
| 14 | Home-school activities supported to children’s physical education and plays. |
| 15,16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 71915015 | **COURSE NAME** | Early Childhood Learning Approaches |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 3 | | 0 | 0 | | | | 3 | 4 | | COMPULSORY (X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, basic principles and concepts related to learning; factors affecting learning in early childhood (feedback, motivation, reinforcement); learning theories and approaches (Behavioral learning theories, Cognitive Theories, social learning theory and brain-based learning theories); for the effective learning in early childhood, the environment the teacher can make and the arrangement of the educational contents.) will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The main purpose of this course, to gain the effective students qualifications. Meta-cognition student's emphasis on student self-awareness techniques to facilitate learning and to raise awareness about the importance of individual differences in learning. By the students to internalize the importance of education to inform all stakeholders on this issue is aimed to provide. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Learning to learn, with the course will use an individual's cognitive and affective learning strategies and is expected to use the techniques to know. At the same time, in this context to help students in their professional lives and students' learning styles collaborate in determining the teachers and parents are expected to contribute. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. To know the techniques of learning strategies.  2. Able to guide the teaching of learning strategies.  3. To know learning style models.  4. To know determine the models of students' learning style.  5. Able to guide the implementation of learning styles in the classroom.  6. Able guidance to parents about learning styles and strategies | | | | | | | |
| **TEXTBOOK** | | | | | | Doğan, Ö. (2018). Gelişim Kuramları. Ankara: Hedef CS Yayınları  Temel, F., & Aral, N.(2018). Gelişimsel Değerlendirme Programları Tanımlar ve Programlar. Ankara: Hedef CS Yayınları  Oral, B. (2018). Öğrenme Öğretme Kuram ve Yaklaşımları. Ankara: Pegem Akademi Yayınları | | | | | | | |
| **OTHER REFERENCES** | | | | | | Hergenhahn, P.B.R. & Matthew H. Olson, M.H. (2016). Öğrenmenin Kuramları. Ankara: Nobel Akademik Yayınları  Zembat, R. (Edt.) (2016). Okul öncesinde özel öğretim yöntemleri. Ankara: Anı yayıncılık.  Aral, N., & Temel, F. (2018). Çocuk Gelişimi. Ankara: Hedef CS Yayınları  Büyükalan, F. (2014). Öğrenme Öğretme Kuram ve Yaklaşımları. Ankara: Pegem Akademi Yayınları.  Arı, R. (2018). Eğitim Psikolojisi -Gelişim ve Öğrenme. Ankara: Nobel Akademi yayınları  Aydın, A. (2014). Eğitim Psikolojisi - Gelişim, Öğrenme, Öğretim. Ankara: Pegem Akademi Yayınları | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Basic Principles and Concepts Related to Learning; |
| 2 | Factors Affecting Learning in Early Childhood (Feedback, Motivation, Reinforcements) |
| 3 | Learning Theories and Approaches (Behaviorist Learning Theories) |
| 4 | Learning Theories and Approaches (Cognitive Theories) |
| 5 | Learning Theories and Approaches (Social Learning Theory) |
| 6 | Learning Theories and Approaches (Brain-based Learning Theories) |
| 7-8 | MID-TERM EXAM |
| 9 | Effective Learning Environments in Early Childhood |
| 10 | Training Content Regulations for Effective Learning in Early Childhood |
| 11 | Making the Teacher's Environment and Educational Contents Arrangements for Effective Learning in Early Childhood |
| 12 | Planning, Implementation and Evaluation of Training Events Suitable for Learning Theories and Approaches |
| 13 | Planning, Implementation and Evaluation of Training Events Suitable for Learning Theories and Approaches |
| 14 | Planning, Implementation and Evaluation of Training Events Suitable for Learning Theories and Approaches |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | x |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | x |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | x |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |  |  | x |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  |  | x |
|  | Be able to follow current national and international development about preschool education field. | x |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | x |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | x |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  | x |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | x |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | x |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  |  | x |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | x |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | x |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | x |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | x |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | x |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | x |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | x |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | x |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | x |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | x |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171913004 | **COURSE NAME** | Early Childhood Art Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 5 | 3 | | 0 | 0 | | | 3 | 4 | | COMPULSORY ( X ) ELECTIVE () | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
| %50 | | %50 | | | %0 | | | | General Knowledge( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | 1 | 30 |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | | 1 | 20 |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, definition and function of art, history of art education, place and importance of art education in contemporary education, being able to know and evaluate an art work, the definition and priority of creativity and art education in early childhood, children's painting and characteristics according to development stages, pre-school art education methods and techniques, materıals used ın art educatıon, art education in museum, theories and practices related to creativity and art education in early childhood will be handled. | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to understand the importance of art education and knowing outcomes of preschool children's in art education | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Have knowledge about the importance of arts education.  2. Have knowledge about the art education.  3.Have knowledge about outcomes of preschool children in art education  4. Have knowledge about development steps of child drawings.  5. Choose the appropriate materials for art activities.  6. Designs art activities for children. | | | | | |
| **TEXTBOOK** | | | | | | Alakuş, A.O., Mercin, L., Ayaydın, A. ve Üstün, V. (2011). *Sanat eğitimi ve görsel sanatlar öğretimi*. (2. Baskı). Ankara: Kök Yayıncılık. | | | | | |
| **OTHER REFERENCES** | | | | | | Kılınçarslan, S. (2016). *Yaratıcı etkinliklerle görsel sanatlar eğitimi özgün konu ve tasarım örnekleriyle.* Ankara: Nobel Bilimsel Eserler.  Artut, K. (2013). *Sanat eğitimi kuramları ve yöntemleri.* (7 Baskı). Ankara: Anı Yayıncılık.  Buyurgan, S. ve Buyurgan, U. (2012). Sanat eğitimi ve öğretimi (3. bs.). Ankara: Pegem Akademi.  Abacı, O. (2010). *Okul öncesi dönem çocuklarında görsel sanat eğitimi.* İstanbul: Morpa Kültür Yayınları  Ayaydın, A. (2010). *Çoklu zeka tabanlı görsel sanatlar eğitimi*. Ankara: Gündüz Yayınları.  Özsoy, V. (2010). *Görsel sanatlar eğitimi resim iş eğitiminin tarihsel ve düşünsel temelleri.* Ankara: Gündüz Yayınları.  Buyurgan, S. ve Buyurgan, U. (2012). *Sanat eğitimi ve öğretimi* (3. Baskı). Ankara: Pegem Akademi.  Özsoy, V. ve Alakuş, A. O. (2009). *Görsel sanatlar eğitiminde özel öğretim yöntemleri* (1. Baskı). Ankara: Pegem Akademi.  Yolcu, E. (2009). *Sanat eğitimi kuramları ve yöntemleri* (2. Baskı). Ankara: Nobel Yayın Dağıtım. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition and Function of Art |
| 2 | History of Art Education |
| 3 | Place and importance of art education in contemporary education |
| 4 | Being able to know and evaluate an art work |
| 5 | The Definition and Priority of Creativity and Art Education in Early Childhood |
| 6 | Children's Painting and Characteristics According to Development Stages |
| 7-8 | MID-TERM EXAM |
| 9 | Pre-school Art Education Methods and Techniques, Materıals Used In Art Educatıon |
| 10 | Pre-school Art Education Methods and Techniques, Materıals Used In Art Educatıon |
| 11 | Pre-school Art Education Methods and Techniques, Materıals Used In Art Educatıon |
| 12 | Art Education in Museum |
| 13 | Theories and Practices Related to Creativity and Art Education in Early Childhood |
| 14 | Theories and Practices Related to Creativity and Art Education in Early Childhood |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  | X |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | X |  |
|  | Be able to use materials, information technology and communication technology for required preschool education. | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  |  | X |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | X |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  |  | X |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | X |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. | X |  |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  |  | X |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  | X |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171915016 | **COURSE NAME** | **Family and Child in Turkish Culture** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | | 4 |  | | COMPULSORY ()  ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Turkish family structure; Child raising in different Turkish states and the value of the child; Family culture in Anatolia, traditions and customs; Nuclear family and extended family interaction; Marriage ceremonies; Funeral ceremonies; The role and tasks of a community-based cultural-sensitive family counselor | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | 1. The aim of this course is to have the students gain knowledge about Turkish family structure, child raising in different Turkish states and the value of the child; family culture in Anatolia, traditions and customs, nuclear family and extended family interaction, marriage ceremonies, funeral ceremonies; the role and tasks of a community-based cultural-sensitive family counselor. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | * The course will help to create an awareness of culture and the teachers will be fulfilled in the best way. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. 1. Students know the importance of Turkish family structure. 2. 2. Students know and explain child raising styles in different Turkish states 3. 3. Students know and explain family culture, traditions and customs in Anatolia. 4. 4. Students have the knowledge of the importance of interacting with the extended family with the nuclear family. 5. 5. Students know and explain the roles and tasks of the community-based cultural-sensitive family counselor | | | | | | | |
| **TEXTBOOK** | | | | | | * Doğan, İ. (2016). Türk Aile Sosyolojisi*.* Ankara: Pegem Akademi Yayınları * Güler, Ali (1998). Türklerde Aile ve Unsurları. Türk Ailesi. Derleyen: Mehmet Eröz ve Ali Güler, Atatürk Kültür Merkezi Başkanlığı Yayınları, Dumat Ofset, Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Bekman, S, & Aksu- Koç, A. (2018). İnsan Gelişimi, Aile ve Kültür : Farklı Bakış Açıları. İsntanbul: Küy yayınlarıYavuzer, H. (2016), Çocuk ve Suç, İstanbul: Remzi Kitabevi.Aksoy, İ. (2011). Türklerde Aile ve Çocuk Eğitimi. Journal of International Social Research, 4(16).Canatan, K., & Ergun, Y. (2009). Aile sosyolojisi. Açılım Kitap.Adak, N. (2012). Değişen Toplumda Değişen Aile. Siyasal Kitabevi, Ankar | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Turkish family structure |
| 2 | Turkish family structure |
| 3 | Child raising in different Turkish states and the value of the child |
| 4 | Child raising in different Turkish states and the value of the child |
| 5 | Family culture in Anatolia, traditions and customs |
| 6 | Family culture in Anatolia, traditions and customs |
| 7-8 | MID-TERM EXAM |
| 9 | Nuclear family and extended family interaction |
| 10 | Marriage ceremonies |
| 11 | Funeral ceremonies |
| 12 | The role and tasks of a community-based cultural-sensitive family counselor |
| 13 | Discussion, Research and Presentations |
| 14 | Discussion, Research and Presentations |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. | X |  |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. | X |  |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. |  | X |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | X |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  | X |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  | X |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  |  | X |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | X |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

** ESOGÜ Faculty of Education Primary Education Department (Preschool Teaching Program)**   
 **Course Informatıon Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916019 | **COURSE NAME** | PARENT EDUCATION AND PARTICIPATION |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6. | 2 | |  |  | | | 2 | 4 | | COMPULSORY ()  ELECTIVE (X ) | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Final-Term | | | | | |  | 40 |
| **PREREQUIEITE(S)** | | | | | No the prerequisite of lesson. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts about family education, ,the importance, objectives and principles of family education, family education models; family theories (Family System Theories, Social Theory, Bioecological Theory, Structural Functional Theory); family education practices in Turkey and in other countries; planning family training activities, application and evaluation; methods and techniques used in family education; family participation studies (family communication activities, participation in educational activities of the family, individual interviews, home visits); 0-36 month Educational Program for Children and Integrated Family Support Education Guide (EBADER) and School Examination of pre-education program and Integrated Family Support Education Guide (OBADER) | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to ensure general knowledge about family education and to gain a perspective about family education and parent involvement. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Describe the importance of family in early childhood education  2. Explain parent education activities and their importance as a part of parent participation activities..  3. Volunteer improving skills that are necessary for communicating with parents..  4. Be aware of the methods of creating family-friendly school atmosphere and of increasing family volunteering.  5. Plan parent education programs in accordance with early childhood education and care.  6. Examine and assess parent education programs in Turkey and in the world. | | | | | | | |
| **TEXTBOOK** | | | | | Aral N. , Aksoy, B. A., Ünal F., Arabacı N., Kılınç F. E., Kıldan O., Dere Çiftçi H., Cingi A. (2015). Aile Eğitimi ve Katılımı. (Ed. Ayşe Belgin Aksoy) içinde Her Yönüyle Okul Öncesi Eğitim. Ankara: Hedef Cs Basın Yayın | | | | | | | |
| **OTHER REFERENCES** | | | | | Arnas Aktaş,Y. (2016).Aile Eğitimi Ve Okul Öncesinde Aile Katılımı. Vize Yayıncılık, Ankara.  Baltaş, A. (2009). Ana-Baba El Kitabı, Remzi Kitabevi, İstanbul  Cavkaytar, A., Ardıç, A., Özbey, F., Sönmez, M., Özdemir, O., Ve Aksoy, V. (2010). Özel Eğitimde Aile Eğitimi Ve Rehberliği. (Ed. Atilla Cavkaytar). Maya Akademi Yayınları. Ankara  [Cömert](http://www.idefix.com/kitap/dilfuruz-comert/urun_liste.asp?kid=209839) , D.& Erdem, E. ( 2013*). Erken çocukluk döneminde aile katılım etkinlikleri.* Ankara: Eğiten Kitap Yayınları  Çağdaş, A. ve Seçer, Z.Ş. (2011). Anne-Baba Eğitimi. Eğiten Kitap. Ankara: 49-67.  Duman, N.(2010). *Okul aile işbirliği aileler okula gidiyor.* İstanbul: Morpa Yayınları  Gordon, T. (2010) . *Etkili anne- baba eğitimi ailede iletişim dili*. Ankara: Sistem Yayıncılık.  Gordon, T.(2009). (Çev, Hale Vardar), Etkili Anne-Baba Eğitiminde Uygulamalar, Profil Yay. İstanbul.  Güler T.( 2011) "Okul öncesi dönemde ailenin önemi ve okul aile işbirliği", *Okul Öncesi Eğitime Giriş;* Ed: Gelengül Haktanır . Ankara: Anı Yayıncılık.  Güler, T. (2010). *Anne- baba eğitimi.* Ankara: Pegem Akademi Yayınları  Peker, H.& Yavuz, K.E (2014). *Aile eğitim seti.* İstanbul: Timaş Yayınları.  T.C. Millî Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü(2013) Okul Öncesi Eğitim Programı İle Bütünleştirilmiş Aile Destek Eğitim Rehberi (Obader).  T.C. Millî Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü(2013). 0-36 Ay Çocukları İçin Eğitim Programı İle Bütünleştirilmiş Aile Destek Eğitim Rehberi (Ebader) Eğitimci Kitabı.  Temel, Z. F. (2015). Aile Eğitimi ve Erken Çocukluk Eğitiminde Aile Katılım Çalışmaları. Anı Yayıncılık, Ankara.  Tezel Şahin, F. ve Özyürek, A. (2010). Anne Baba Eğitimi Ve Okul Öncesinde Aile Katılımı, Morpa Yayınları.  Üstün, E.; Haktanır, [G.](http://www.idefix.com/kitap/gelengul-haktanir/urun_liste.asp?kid=64791) & Ural [O.(2013).](http://www.idefix.com/kitap/ozana-ural/urun_liste.asp?kid=111334) *Aile eğitimi ve erken çocukluk eğitiminde aile katılım çalışmaları.* Ankara: Anı Yayıncılık | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts of family education |
| 2 | The importance of family education, goals, principles, models of family education |
| 3 | Family theories (Family System Theories, Social Relationship Theory) |
| 4 | Family theories (Bioecological Theory, Structural Functional Theory) |
| 5 | Family education practices in Turkey and in other countries |
| 6 | Planning, implementing and evaluating family education activities; methods and techniques used in family education; family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits) |
| 7-8 | MID-TERM EXAM |
| 9 | Planning, implementing and evaluating family education activities; methods and techniques used in family education; family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits |
| 10 | Planning, implementing and evaluating family education activities; methods and techniques used in family education; family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits |
| 11 | Planning, implementing and evaluating family education activities; methods and techniques used in family education; family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits |
| 12 | Planning, implementing and evaluating family education activities; methods and techniques used in family education; family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits |
| 13 | Examination of Family Support Training Guide (EBADER) Integrated with Education Program for 0-36 months Children |
| 14 | Review of Integrated Family Support Training Guide (OBADER) with Preschool education program |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | X |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  |  | X |
|  | Be able to prepare an implemention training plans according children's development characteristic , interests, needs, environmental and cultural features. | X |  |  |
|  | Be able to to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | X |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral , language development, self-care skills, sexual development and physical properties in the preschool period. |  |  | X |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | X |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. | X |  |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | X |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171915002 | **COURSE NAME** | Child Mental Health |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 6 | 3 | | 0 | 0 | | | 3 | 5 | | COMPULSORY ( X ) ELECTIVE () | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
| %50 | | %50 | | | %0 | | | | General Knowledge( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | 1 | 40 |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | |  |  |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | |  | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course understand the importance of mental health and knowing definition and causes of mental disorder. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | During the course, the definition of mental health, importance, theories about mental health, the mental health of displaced and non characteristics of individuals, mental health and protective factors threatening, the diagnosis and treatment of behavior and adjustment problems seen in children [stuttering, non-speech (mutism), bedwetting (enuresis), stool incontinence (fecal incontinence) (enkoprezis), finger sucking, nail biting, aggression, jealousy, tics, stubbornness, sleep disorders, eating disorders, fear, attention deficit and hyperactivity, school fear (school phobia), theft (stealing), lying ] and the effects of special circumstances within the family (divorce, step parents, parental death, etc.) on the child's mental health will be discussed. | | | | | |
| **COURSE OUTCOMES** | | | | | | 1.Having knowledge about the concept of mental health.  2.Having knowledge about the psychological approaches related to mental health.  3.Having knowledge about the principles of mental health in the framework of developmental periods.  4.Having knowledge about the causes of mental disorders and knowing the right approach in mental disorders | | | | | |
| **TEXTBOOK** | | | | | | Nazik ,B. (2013) *Çocuk ruh sağlığı I-II.* İstanbul: Ya-Pa Yayın Dağıtım. | | | | | |
| **OTHER REFERENCES** | | | | | | Gençtan, E. (2018). *İnsan olmak* (16. Baskı). İstanbul: Metis Yayınları.  Yörükoğlu, A. (2016). *Çocuk ruh sağlığı. (29. Baskı)* İstanbul: Özgür Yayınları.  Cüceloğlu,D. (2016). *İnsan ve davranışı, psikolojinin temel kavramları* (28. Baskı). İstanbul: Remzi Kitapevi.  Ackerman, ,K. (2012). *Çocuğunuzun sorunları ve davranış nedenleri*. Ankara: Cep Kitapları.  Bilgin- Aydın, H. (2010). *Çocuk ruh sağlığı*. İstanbul: Morpa Yayınları  Cüceloğlu, D. (2013). *İçimizdeki çocuk* (48. Baskı). İstanbul: Remzi Kitapevi.  Cüceloğlu, D. (2016). *Yeniden insan insana* (49. Baskı). İstanbul: Remzi Kitapevi, 1998.  Yavuzer, H. (2012). *Çocuk psikolojisi* (34. baskı). İstanbul: Remzi Kitapevi. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition And İmportance of Mental Health |
| 2 | Historical Development of Mental Health |
| 3 | Theories About Mental Health |
| 4 | Theories About Mental Health |
| 5 | Characteristics of İndividuals Who Are İn Good Mental Health And Non-Mental Health |
| 6 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [Stuttering, Non-Speech (Mutism)] |
| 7-8 | MID-TERM EXAM |
| 9 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [bedwetting (enuresis), stool incontinence (fecal incontinence) (enkoprezis)] |
| 10 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [finger sucking, nail biting, aggression] |
| 11 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [jealousy, tics, stubbornness] |
| 12 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [sleep disorders, eating disorders, fear] |
| 13 | The Diagnosis and Treatment of Behavior and Adjustment Problems Seen in Children [attention deficit and hyperactivity, school fear, theft (stealing), lying] |
| 14 | The Effects of Special Circumstances Within The Family (Divorce, Step Parents, Parental Death, Etc.) On The Child's Mental Health |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | x |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  | x |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | x |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |  |  | x |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  |  | x |
|  | Be able to follow current national and international development about preschool education field. | x |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | x |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | x |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | x |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | x |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | x |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  |  | x |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | x |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | x |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | x |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | x |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | x |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | x |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | x |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | x |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | x |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | x |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916014 | **COURSE NAME** | Early Childhood Environmental Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| VI | 3 | | 0 | 0 | | | 3 | 5 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** |
|  | | X | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | | 1 | 30 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts related to environmental education; the importance of environmental education; environmental education in preschool period; planning and implementation of environmental education activities for pre-school children (living creatures, plants, air, soil, water, recycling, energy saving, environmental pollution, natural disasters etc.). | | | | | | |
| **COURSE OBJECTIVES** | | | | | Developing knowledge and awareness about the environment, education and the role of the program in environmental education in preschool period; to support environmental education-based training programs and practices and to develop skills to support environmental education in the pre-school period | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Learning about environmental legislation  Learning about the environmental practices of the pre-school  Review environmental education related programs before school  Be able to create activities that will gain environmental awareness before school | | | | | | |
| **TEXTBOOK** | | | | | Ankara: Pegem Akademi Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | Gülay, H. ve Önder, A (2011). Okulöncesi Dönemde Çevre Eğitimi. Nobel Yayınları  * Ogelman, H. G. (2014). Çocuk ve Çevre-Küçük Çocuklar ve Çevre Eğitimi El Kitabı. Eğiten Kitap * Karadağ, A. P. ve Bayraktar, V. (2018). Erken Çocukluk Döneminde Doğa Bilimleri ve Etkinlikleri. Eğiten Kitap * Gülay, H. (2010). Okul Öncesi Dönem Çocukları için Çevre Eğitimi. Pegem Akademi Yayıncılık | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction and course description |
| 2 | Basic concepts about environmental education |
| 3 | The importance of environmental education |
| 4 | Environmental education in preschool period |
| 5 | Planning and implementation of environmental education activities for pre-school children |
| 6 | Planning and implementation of environmental education activities for pre-school children |
| 7-8 | MIDTERM |
| 9 | Environmental education models and programs applied in the world and Turkey |
| 10 | Preparation of environmental education program for pre-school children (Determination of objectives) |
| 11 | Preparing an environmental education program for pre-school children (planning educational situations) |
| 12 | Preparation of environmental education program for pre-school children (Practice) |
| 13 | Preparation of environmental education program for pre-school children (Practice) |
| 14 | Preparation of environmental education program for pre-school children (Practice) |
| 15,16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PRECHOOL EDUCATİON PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | x |  |
| 2 | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | x |
| 3 | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | x |  |
| 4 | Be able to use materials, information technology and communication technology for required preschool education. |  |  | x |
| 5 | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  |  | x |
| 6 | Be able to follow current national and international development about preschool education field. | x |  |  |
| 7 | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | x |  |
| 8 | Be able to have knowledge and information about the management in preschool education institutions |  |  | x |
| 9 | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | x |
| 10 | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | x |  |  |
| 11 | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | x |  |
| 12 | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  |  | x |
| 13 | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | x |
| 14 | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | x |
| 15 | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  | x |  |
| 16 | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | x |  |
| 17 | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | x |
| 18 | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | x |  |
| 19 | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | x |
| 20 | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | x |  |
| 21 | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  |  | x |
| 22 | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | x |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916018 | **COURSE NAME** | Preschool Education in Different Countries |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
|  | 2 | | 0 | 0 | | | | 2 | 4 | | COMPULSORY ()  ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Investigation of pre-school education program, Preschool education practices in Europe I (Montessori Approach; Project Approach); Preschool education practices in Europe II (Portage Approach in Early Childhood Education; Family Education applications); Preschool education practices in Europe III ( Child-to-Child Approach in Education; High Scope Approach) ; Preschool education practices in Europe IV( Reggio Emilia Approach, Head Start Approach, Outdoor Education); Preschool education practices in Europe V ( Waldorf Approach; Bank Street Approach); Preschool education practices in Europe VI (Summer Hill Approach; Netherlands Opstop Approach);Family involvement in Europe preschool education; Mainstreaming of special needs children in Europe preschool education; Mainstreaming of special needs children in Asian preschool education; Preschool teacher training in European and Asian countries. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to ensure general knowledge about pre-school education programs, models, approaches, family involvement, mainstreaming and preschool teacher training in turkey and abroad and to gain a perspective about preschool pre-school education program, models and approaches. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | Having knowledge about the definition, scope of preschool education programs.  2. Understanding the importance of pre-school education programs.  3. Having knowledge about implemented pre-school education programs in Turkey.  4.Having knowledge about preschool education programs, models and approaches in abroad.  8. Comparison of implemented pre-school education programs, models and approaches in abroad countries with Turkey. | | | | | | | |
| **TEXTBOOK** | | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | | **Temel, F. ( 2011). *Erken Çocukluk Eğitiminde Yaklaşımlar ve Programlar*. Ankara: Vize Yayıncılık**  Başal, H. A. (2011). *Okul Öncesi Eğitiminde Uygulanan Farklı Modeller*. Bursa: Dora Yayıncılık  Köksal-Akyol, A. (2014) *Erken Çocukluk Eğitiminde Proje Yaklaşımı ve Uygulanmış Proje Örnekleri.* Ankara: Anı Yayıncılık.  MEB (Komisyon). (2013). *Milli Eğitim Bakanlığı.Temel Eğitim Genel Müdürlüğü Okul Öncesi Eğitimi Programı.* Ankara: MEB.  Oktay, A. (2011). *Yaşamın Sihirli Yılları: Okul Öncesi Dönem.* İstanbul: Epsilon Yayınları  Fazlıoğlu, Y. ( 2011). *Erken Çocukluk Gelişimi ve Eğitimi*. İstanbul: Kriter Yayıncılık.  Başal, H.A.(2013). *Okul öncesi Eğitime Giriş*.İstanbul: Ekin Basım Yayın. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Investigation of Pre-School Education Program in Turkey |
| 2 | Approach Preschool Education Practices in Europe I (Montessori Approach; Project Approach); |
| 3 | Preschool Education Practices in Europe II (Portage Approach In Early Childhood Education; Family Education Applications) |
| 4 | Preschool Education Practices in Europe III ( Child-To-Child Approach In Education; High Scope Approach) |
| 5 | Preschool Education Practices in Europe IV( Reggio Emilia Approach, Head Start Approach, Outdoor Education |
| 6 | Preschool Education Practices in Europe V ( Waldorf Approach; Bank Street Approach); |
| 7-8 | MID-TERM EXAM |
| 9 | Preschool Education Practices in Europe VI (Summer Hill Approach; Netherlands Opstop Approach); |
| 10 | Family Involvement in Europe Preschool Education; |
| 11 | Mainstreaming of Special Needs Children in Europe Preschool Education |
| 12 | Preschool Education Practices in Asian Countries  Family Involvement in Asian Preschool Education |
| 13 | Mainstreaming of Special Needs Children in Asian Preschool Education; |
| 14 | Preschool Teacher Training in European and Asian Countries. |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education Primary Education Department - Preschool Education Program  
Course Informatıon Form**

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| **SEMESTER** | Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | Early Childhood Literature |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (X)  ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Preschool Education Program**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %25 | | %50 | | | | %25 | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, the general objectives of children's literature, history, literary genres in terms of children's literature, the definition of pre-school children's books, content characteristics of children's books, children's books varieties according to age groups, the physical characteristics of children's books, methods and techniques, waking interest in books and reading in preschool children, practical work in the classroom will be handled. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Learning of child’s literature, child literature peculiarity and reading story to child and story writing. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Learning of child’s literature, chıld literature peculiarity and reading story to child and story writing. | | | | | | |
| **TEXTBOOK** | | | | | Oğuzkan, A.F. (2013). *Çocuk edebiyatı* (10. Baskı). Ankara: Anı Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | Gönen, M. (Ed.). (2017). *Çocuk edebiyatı* (4. Baskı). Ankara: Eğiten Kitap  Nas, R. (2002). *Örneklerle çocuk edebiyatı*. İstanbul: Ezgi Kitapevi Yayınları. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Description of child’s literature, its importance and its history, objectives of child’s literature, at childhood, books and subject early was interested of children  Phases of language development and relations with child’s literature language |
| 2 |
| 3 | Development, using literacy child’s education.  Peculiarity of child’s book at preschool, techniques of residing to child |
| 4 |
| 5 | Examining of child’s books Examining of child’s books Examining of child’s books |
| 6 | Midterm exam  Book choice of children |
| 7-8 | Midterm exam |
| 9 | Tale, story and ist description and ist peculiarity |
| 10 | Story writing |
| 11 | Story writing |
| 12 | Story writing |
| 13 | Story writing |
| 14 | Story writing |
| 15-16 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. | X |  |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. | X |  |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | X |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |  |  | X |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  |  | X |
|  | Be able to follow current national and international development about preschool education field. |  | X |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  | X |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  |  | X |
|  | Be able to prepare an implemention training plans according children's development characteristic , interests, needs, environmental and cultural features. |  | X |  |
|  | Be able to to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | X |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  | X |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral , language development, self-care skills, sexual development and physical properties in the preschool period. |  | X |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | X |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | X |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  | X |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  |  | X |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | VI. |

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| **COURSE CODE** | 171916017 | **COURSE NAME** | Rhythm, Dance and Orff Education in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| VI. | 2 | | 0 | 0 | | | | 2 | 4 | | COMPULSORY (X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The development of rhythmic perception, sound, tempo and the relationship between these concepts and their development areas; organizing educational environment, rhythm-voice-tempo and dance exercises, creative movement and dance, musical story, playing, singing, listening, dancing-movement, expressing himself, creating his own music and using Orff instruments with Orff approach; planning, implementation and evaluation of music activities in accordance with the pre-school education program. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | To be able to use rhythm, dance and Orff activities effectively in preschool education to support the child's development and learning. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Explain the development of rhythmic perception, sound, tempo development and the relationship between these concepts and development areas.  2. Organize an educational environment for rhythm, dance and Orff activities.  3. Plans, implements and evaluates rhythm, dance and Orff activities appropriate to the pre-school education program. | | | | | | | |
| **TEXTBOOK** | | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | | Bennett, J. P. (2006). Rhythmic activities and dance. Champaign, Ill. : Human Kinetics  Bilen, S. (2011). Orff destekli etkinliklerle müzik eğitimi. Müzik Eğitimi Yayınları | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | The development of rhythmic perception from basic concepts of music |
| 2 | The development of rhythmic perception from basic concepts of music |
| 3 | Sound, tempo development, the relationship between these concepts and development areas |
| 4 | Sound, tempo development, the relationship between these concepts and development areas |
| 5 | Educational environment, rhythm-sound-tempo and dance exercises |
| 6 | Educational environment, rhythm-sound-tempo and dance exercises |
| 7-8 | Midterm |
| 9 | Creative movement and dance, musical story |
| 10 | Creative movement and dance, musical story |
| 11 | Orff approach, playing, singing, listening, dance-movement, self-expression, creating your own music and use Orff instruments |
| 12 | Orff approach, playing, singing, listening, dance-movement, self-expression, creating your own music and use Orff instruments |
| 13 | Planning, implementing and evaluating music activities suitable for preschool education program |
| 14 | Planning, implementing and evaluating music activities suitable for preschool education program |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171917012 | **COURSE NAME** | [Behavior Management to Child](javascript:OpenPage('H43bbnmnojZi5z1lfTdpIdC3Gd7NV5csVmyecBnrIUrLvrZ9S3HBYeLuCr+ZAHp9')) |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
|  | 2 | | 0 | 0 | | | | 2 | 4 | | COMPULSORY ()  ELECTIVE (X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Identifying and identifying positive and negative behaviors in children; learning techniques to support positive behaviors and extinguish negative behaviors; teacher and parent attitudes in behavior management; regulation of home and school settings for behavior management; developing and evaluating application examples for problem behaviors seen in the classroom. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The aim of this course is to determine the positive and negative behaviors of children, to learn the techniques to support positive behaviors and extinguish negative behaviors and to regulate the home and school environments that affect children's behaviors positively. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Learning techniques to support positive attitudes and extinguish negative behaviors and regulate home and school settings that positively affect children's behavior. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | * Know and discuss the basic concepts of behavior management. * Know and discuss behavior change strategies. * Will be able to recognize, compare and develop theories of language development and social development. * Have knowledge about cognitive and sexual development of children in early childhood. * Recognize, compare and develop cognitive and sexual development theories. * Have knowledge about motor and perception development of children in early childhood. * Have knowledge about personality and self-care development of children in early childhood. | | | | | | | |
| **TEXTBOOK** | | | | | | Akduman, G. G., Aydoğan, Y., Özbey, S., Eratay, E., Özkan, İ. & Özyürek, A. (2017). Çocuklarda davranış yönetimi anne-baba ve eğitimciler için. A. Özyürek (Ed.). Ankara: Vize Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Aydoğan, Y., Özyürek, A. & Akduman, G. G. (2017). Erken çocukluk döneminde gelişim. Ankara: Vize yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Basic concepts of behavior management |
| 2 | Basic concepts of behavior management |
| 3 | Behavior change strategies |
| 4 | Behavior change strategies |
| 5 | Theories of language development |
| 6 | Cognitive development in early childhood |
| 7-8 | MID-TERM EXAM |
| 9 | Cognitive development theories |
| 10 | Social development in early childhood |
| 11 | Personality development in early childhood |
| 12 | Sexual development in early childhood |
| 13 | Development of self-care in early childhood |
| 14 | Emotional development in early childhood and self-care supportive practices |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171917010 | **COURSE NAME** | Character and Value Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| VII | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** |
|  | | X | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | Character and value education and related basic concepts, examination of the importance and importance of value education in educational institutions | | | | | | |
| **COURSE OBJECTIVES** | | | | | It is to ensure that students are aware of the basic values of value, how it reflects the value of the value and how it reflects it, and that it has the awareness of value creation from different care and reflect it in practice. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Defines the concepts of value, morality, virtue, decency.  The values express the idea of the importance of your education.  Gives sample examples of character and value education.  Values have knowledge about education.  In the school, the family and the class give examples of values education. | | | | | | |
| **TEXTBOOK** | | | | | Ankara: Pegem Akademi Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | Ömeroğlu, E. Ve Sapsağlam, Ö. (2016). Okul öncesi dönemde karakter ve değerler eğitimi. Pegem Yayıncılık, Ankara. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | none | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction, information about course, course content, resources and evaluation |
| 2 | Conceptual framework: Character, personality / personality, value, virtue, morality, temperament, mood and etc .; character development and education |
| 3 | Family, environment and school in character development and education; Definition and classification of values |
| 4 | Sources of values ​​and individual, social, cultural, religious, moral bases; character and value education approaches and practices |
| 5 | Culturally differentiation and culture of co-existence in character and value education |
| 6 | Character and value education in terms of education philosophy and goals; teaching methods and techniques in character / value education Values ​​and crises in modern and multicultural societies, |
| **7-8** | **Midterm exam** |
| 9 | Value education in the human-cultural development process |
| 10 | Examples related to value education from Turkish education and culture history |
| 11 | Values ​​education practices and research in Turkey |
| 12 | Teacher as role model in character and value education |
| 13 | Values ​​Education at school and in class |
| 14 | The importance of Ailenin Value Education |
| 15-16 | Final Exam |

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| --- | --- | --- | --- | --- |
| **NO** | **PRECHOOL EDUCATİON PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | x |  |
| 2 | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | x |
| 3 | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | x |  |
| 4 | Be able to use materials, information technology and communication technology for required preschool education. |  |  | x |
| 5 | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  |  | x |
| 6 | Be able to follow current national and international development about preschool education field. | x |  |  |
| 7 | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | x |  |
| 8 | Be able to have knowledge and information about the management in preschool education institutions |  |  | x |
| 9 | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | x |
| 10 | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | x |  |  |
| 11 | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | x |  |
| 12 | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  |  | x |
| 13 | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | x |
| 14 | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | x |
| 15 | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  | x |  |
| 16 | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | x |  |
| 17 | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | x |
| 18 | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | x |  |
| 19 | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | x |
| 20 | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | x |  |
| 21 | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  |  | x |
| 22 | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | x |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171917013 | **COURSE NAME** | Evaluation of Classroom Learning |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
|  | 2 | | 0 | 0 | | | | 2 | 4 | | COMPULSORY ()  ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( X) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Basic concepts related to measurement and evaluation of the assessment objectives, the traditional measurement and evaluation tools and their limitations, alternative approaches to evaluation, development and implementation of evaluation tools. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Alternative assessment approaches used in the teaching-learning process of the students to inform and provide experience for kindergarten pre-service teachers | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | * To know the basic concepts of mensuration * To know the basic concepts of evaluation * To understand properties of assessment tools * Understand the properties of assessment tools * To gain ability to select assessment tools * Gaining the ability to effectively use assessment tools | | | | | | | |
| **TEXTBOOK** | | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | General information about the course |
| 2 | Measurement tools and properties used in education |
| 3 | Written exams, short answer exams |
| 4 | True-false type tests, multiple choice tests, paired tests, |
| 5 | Observation, interview, performance evaluation |
| 6 | Student product file, research papers, research projects |
| 7-8 | MID-TERM EXAM |
| 9 | Peer evaluation, self-assessment, attitude scales |
| 10 | Points to note when assessing student success |
| 11 | Evaluation of learning outcomes and grading |
| 12 | Alternative assessment approaches |
| 13 | Alternative assessment approaches |
| 14 | Teacher, parent and student roles in assessment and evaluation |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 171917011 | **COURSE NAME** | **School Adjustment and Early Literacy Education** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| VIII | 3 | | 0 | 0 | | | 3 | 4 | | COMPULSORY (X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Homework- Project | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition of school readiness and factors affecting readiness; The dimensions of primary school preparation (physical, social, emotional, cognitive, language, self-care skills); Preparing activities for gaining school readiness qualifications; Importance of reading and writing skills in preschool education, basic concepts, literacy approaches, factors affecting reading gain, development of literacy skills; Early literacy, reading skills and sub-areas; Alphabet knowledge (pre-alphabet stage, logographic level, partial alphabet stage / semi-phonetic level, complete alphabet stage, combined alphabet stage / pronunciation); Phonological process skills (sound awareness, voice memory, sound usage); Verbal language skills and vocabulary development; Preparation for writing (text awareness); Planning, implementation and evaluation of reading and writing activities appropriate to preschool education program. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to have early childhood teacher candidates explain and assess school readiness; plan, and implement activities that prepare children for primary grades and ease the transition from early childhood programs to primary school considering differences between and within children in the developmental areas and readiness levels. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To plan and implement activities that prepare children for primary school and facilitate their transition from pre-school programs to primary school | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Students know and explain definition of school readiness and factors affecting readiness. 2. Students know and explain importance of reading and writing skills in preschool education, basic concepts, literacy approaches, factors affecting reading gain, development of literacy skills, 3. Students know and explain phonological process skills (sound awareness, voice memory, sound usage) and verbal language skills and vocabulary development. 4. Students know the process of preparation for writing (text awareness). 5. Students know and apply planning, implementation and evaluation of reading and writing activities appropriate to preschool education program. | | | | | | | |
| **TEXTBOOK** | | | | | Alisinanoğlu, F. (Edt.) (2013). *İlköğretime hazırlık ve ilköğretim programları.* Ankara: Pegem Akademi Yayınları. Üstün, E. (2003). *Okul öncesi dönemdeki çocukların okuma yazma becerilerinin gelişimi*. İstanbul: Morpa Yayınevi. | | | | | | | |
| **OTHER REFERENCES** | | | | | Akyol, H. (2008). *Türkçe ilkokuma yazma öğretimi*. Pegem Akademi Yayıncılık.Güneş, Firdevs (2008). *Ses temelli cümle yöntemi*. Ankara: Nobel Yayıncılık.Çelenk, S. (2003). İlkokuma-yazma öğretiminde kuluçka dönemi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi,* cilt: 36, sayı: 1-2, s. 76 -80. Deretarla Gül, E., Bal, S. (2006). Anasınıfı Öğretmenlerinin Okuma Yazmaya Hazırlık Çalışmalarına İlişkin Bakış Açıları, Sınıf İçi Kullanılan Materyal ve Etkinlikler ile Çocukların Okuma Yazmaya İlgilerinin İncelenmesi. *Çocuk Gelişimi ve Eğitimi Dergisi*, cilt: 3, sayı: 1-2, s. 33-51. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Definition of school readiness and factors affecting readiness |
| 2 | The dimensions of primary school preparation (physical, social, emotional, cognitive, language, self-care skills), |
| 3 | Preparing activities for gaining school readiness qualifications; |
| 4 | Importance of reading and writing skills in preschool education, basic concepts, literacy approaches, factors affecting reading gain, development of literacy skills, |
| 5 | Importance of reading and writing skills in preschool education, basic concepts, literacy approaches, factors affecting reading gain, development of literacy skills, |
| 6 | Early literacy, reading skills and sub-areas; |
| 7-8 | MID-TERM EXAM |
| 9 | Alphabet knowledge (pre-alphabet stage, logographic level, partial alphabet stage / semi-phonetic level, complete alphabet stage, combined alphabet stage / pronunciation), |
| 10 | Phonological process skills (sound awareness, voice memory, sound usage), |
| 11 | Verbal language skills and vocabulary development; |
| 12 | Preparation for writing (text awareness), |
| 13 | Planning, implementation and evaluation of reading and writing activities appropriate to preschool education program. |
| 14 | Planning, implementation and evaluation of reading and writing activities appropriate to preschool education program. |
| 15,16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. | X |  |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  | X |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | X |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |  | X |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. |  | X |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | X |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  | X |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | X |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  | X |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | X |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  | X |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  | X |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | X |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  | X |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

 **ESOGÜ Faculty of Education Primary Education Department (Preschool Teaching Program)**   
 **Course Informatıon Form**

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Early Childhood Traditional Children's Games |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** | |
| 8 | 2 | | 0 | 0 | | | | 2 | 2 | | COMPULSORY ( ) ELECTIVE ( X ) | | TURKISH | |
| **COURSE CATAGORY** | | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | | |
|  | |  | | | | |  | | | General Knowledge( ) Content Knowledge (X) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | | **%** |
| 1st Mid-Term | | | | | | 1 | | 30 |
| 2nd Mid-Term | | | | | |  | |  |
| Quiz | | | | | |  | |  |
| Homework | | | | | | 1 | | 30 |
| Project | | | | | |  | |  |
| Report | | | | | |  | |  |
| Others (………) | | | | | |  | |  |
| **FINAL EXAM** | | | | | |  | | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | | | - | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course it’s planned to inform about the content of cultural children’s plays and implementations. Also, its planned to create the application skills of cultural plays in the scope of the aims of the program. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | It’s aimed to establish the consciousnes of being an individual in a society by the cultural plays. So, this will make possible to cultural transfers and national consciousness. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | The course will help to create an awareness of culture and the teachers will be fulfilled in the best way. | | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Describes the culture 2. Knows and tells the significance of national children’s plays and toys in preschool 3. Associates the national children’s plays with development stages of children 4. Explains the social roles of national plays 5. Explains the factors that effects the transfer of national plays 6. Prepares activities for transferring the national children’s plays | | | | | | | | |
| **TEXTBOOK** | | | | | | Asuda Başal, H. (2018). *Geçmişten günümüze Türkiye’de geleneksel çocuk oyunları*.. Ankara: Nobel Akademik Yayıncılık.  Poyraz, H. (2012). *Okul öncesinde oyun ve oyun örnekleri*. Ankara: Anı Yayıncılık.  Güneş, M. Ve Güneş, H. (2011). *Öğretmenler ve öğrenciler için yaşayan çocuk oyunları*. Ankara: Anı Yayıncılık. | | | | | | | | |
| **OTHER REFERENCES** | | | | | | Oğuz, Ö.M.; Ersoy, P. (2007). *Türkiye’de 2004 yılında yaşayan geleneksel çocuk oyunları.* Ankara: Gazi Üniversitesi THBMER yayını.  Özdemir, N. (2005). *Türk çocuk oyunları I, II.* Ankara: Akçağ yayınları.  Özhan, M.; Muradoğlu, M. (1997). *Türk Cumhuriyetlerinde çocuk oyunları.* Ankara: Kültür Bakanlığı Yayınları. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | - | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is National Consciousness? Its Significance and Role in The Society |
| 2 | The Significance and Necessity of Traditional Children’s Plays in Preschool |
| 3 | The Relationship between The Development Stages of Children and Traditional Children’s Plays |
| 4 | Explaining The Factors Which Effects The Transfer of Traditional Children’s Plays |
| 5 | The Ways for Encouraging The Traditional Plays |
| 6 | Traditional Plays in Turkey and Relative Societies |
| 7-8 | Mid-Term Exam |
| 9 | Traditional Plays in Turkey and Relative Societies |
| 10 | Observations For Traditional Plays in Children Areas |
| 11 | Examples For Activities for Transferring The Traditional Children’s Plays |
| 12 | Planning Activities for Traditional Children’s Plays |
| 13 | Planning Activities for Transferring The Traditional Children’s Plays |
| 14 | Evaluation of Activities |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | 3 | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. | X |  |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | X |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |  |  | X |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. | X |  |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic , interests, needs, environmental and cultural features. | X |  |  |
|  | Be able to to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral , language development, self-care skills, sexual development and physical properties in the preschool period. |  | X |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  | X |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  | X |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  |  | X |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 171918007 | **COURSE NAME** | Early Childhood Education Policies |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8 | 3 | | 0 | 0 | | | 3 | 4 | | COMPULSORY ( X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
| %50 | | %50 | | | | %0 | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course is Turkey and the world to recognize the early childhood policy and review the application of these policies; establishing professional perceptions and perceptions of prospective teachers in the context of early childhood politics; developing an understanding of the issues covered by early childhood politics; explaining the scope and importance of early childhood services; making comparisons regarding the development, goals and scope of different early childhood programs; examination of national and international examples in the context of early childhood education policy will be covered. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of the course is to make teachers knowledgable about the applying policies of preschool education, evaluate the policies both children and society sides, and produce alternative solutions to problems through these evaluations. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The fundamental aim of the course is to provide deep professional understanding to teacher candidates in the context of early childhood policies. | | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of course,  1. successful students will be able to; develop general understanding to the topics that are in the context of early childhood policy, explain the context and the importance of early childhood services,  2.Make comparisons among different early childhood programs, their aims and their contexts, examine national and international examples of the topics in the context of early childhood policy.  3. Discuss how early childhood education programs can affect children, families, and society by examining national and international examples in the context of early childhood education policy | | | | | | | |
| **TEXTBOOK** | | | | | Tümkaya, S., Gülaçtı, F. (2014). *Erken çocukluk eğitimi*. (3. Baskı.)Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | TEDMEM. (2018). 2017 Eğitim Değerlendirme Raporu (TEDMEM Değerlendirme Dizisi 4). Ankara: Türk Eğitim Derneği Yayınları.  TEDMEM. (2017). *Türkiye’de Erken Çocukluk Eğitimi ve Bakımı: Mevcut Durum ve Öneriler.* https://tedmem.org/yuvarlak-masa/turkiyede-erken-cocukluk-egitimi-ve-bakimi-mevcut-durum-ve-oneriler  Her çocuğa eşit fırsat: Türkiye’de erken çocukluk eğitiminin durumu ve öneriler. https://www.acev.org/wp-content/uploads/2017/11/ACEV\_-HER\_%C3%87OCUGA\_ESIT\_FIRSAT\_T%C3%BCrkiyede\_Erken\_Cocukluk\_Egitiminin\_Durumu\_ve\_Oneriler\_ERG\_Raporu\_21.03.16.pdf  KEİG (2015). *Erken çocukluk bakım ve eğitim hizmetleri Paneli.* 20 Nisan 2015, İSTANBUL: KEİG Yayınları Dizisi: Derleme  KEİG (2013). Türkiye’de Kadın Emeği ve İstihdamı Sorun Alanları ve Politika Önerileri II. İstanbul: KEIG Platformu.  AÇEV. (2011). Okul Öncesi Eğitimini Güçlendirme Projesi kapsamında  Program İşbirliği Anlaşması: Bölgesel Çalıştaylar Analiz Raporu. İstanbul: Anne Çocuk Eğitimi Vakfı.  AÇEV. (2011). Türkiye’de Okul Öncesi Eğitimde Kalite Standartları Durum Analizi Raporu. İstanbul. Anne Çocuk Eğitim Vakfı.  Dünya Bankası. (2011). *Türkiye’de Temel Eğitimde Kalite ve Eşitliğin*  *Geliştirilmesi.* Washington, DC: World Bank.  Dünya Bankası (2013). *Türkiye’de erken çocukluk eğitiminin yaygınlaştırılması ve geliştirilmesi.* Washington, DC: World Bank.  Dünya Bankası (2015). *Türkiye’de çocuk bakım hizmetlerinde arz ve*  *talep durumu.* Washington, DC: World Bank.  ERG (Eğitim Reformu Girişimi). (2014). *Eğitim izleme raporu 2013.*  İstanbul: Eğitim Reformu Girişimi.  ERG. (2015). *Eğitim İzleme Raporu 2014.* İstanbul: Eğitim Reformu Girişimi.  ERG. (2012). *10 yıldır herkes için kaliteli eğitim*.İstanbul: Eğitim Reformu Girişimi.  ERG ve AÇEV. (2013). *Erken Çocukluk Eğitimi ve “4+4+4” Düzenlemesi. Erişim tarihi: 21 Mart 2015, http://erg.sabanciuniv.edu/*  *sites/erg.sabanciuniv.edu/files/ACEV.ERG\_ECE\_PolitikaRaporu.pdf*  Kartal, H. (2011). *Geçmişten günümüze erken çocukluk eğitimi uygulamaları.*  İstanbul: Ezgi Kitabevi Yayınları  Uysal, H., Akman, B. (2015). Erken Müdahale Programlarının Erken Çocukluk Eğitimindeki Rolü: Erken Çocukluk Eğitimine Yapılan Yatırım Geleceğe Yapılan Yatırım mıdır?, *Turkish Studies – International Periodical for the Languages, Literature and History of Turkish or Turkic Volume 10/3 Winter, p. 1053-1068, ISSN: 1308-2140,* [www.turkishstudies.net](http://www.turkishstudies.net), <http://dx.doi.org/10.7827/TurkishStudies.7692>,  MEB Strateji Geliştirme Başkanlığı. (2014). MEB 2013 Yılı İdari Faaliyet Raporu. Erişim tarihi: 21 Mart 2015, http://sgb.meb.gov.tr/meb\_iys\_dosyalar/2014\_04/30032306\_meb\_2013\_idare\_faaliyet\_raporu.pdf  OECD. (2012). Starting Strong III: A Quality Toolbox for Early Childhood Education and Care. Paris: OECD Publishing.  OECD. (2014). Enrolment in childcare and pre-schools. OECD - Social Policy Division -Directorate of Employment, Labour and Social Affairs. <http://www.oecd.org/els/soc/>  OECD. (2015). Starting Strong IV: Monitoring Quality in Early Childhood Education and Care. Paris: OECD Publishing.  OECD (2016). Education at a Glance: OECD Indicators. <http://www.oecd-ilibrary.org/education/>  UNICEF. (2012). Türkiye’de Çocuk ve Genç Nüfusun Durumunun Analizi.  UNICEF. (2014). Hidden in Plain Sight: A statistical analysis of violence against children. New York: UNICEF.  Dünya Bankası. (2010). Türkiye’de Gelecek Nesiller İçin Fırsatların Çoğaltılması: “Yaşam Fırsatları” Konulu Rapor. Washington, DC:  World Bank.  Dünya Bankası. (2010). *Türkiye’de Temel Eğitimde Kalite ve Eşitliğin Geliştirilmesi: Zorluklar ve Seçenekler*. The World Bank: Washington  D.C.  Günsoy, Y. (2015). Beşeri sermaye ve insani gelişme için erken çocukluk eğitiminin önemi. *Bilgi Ekonomisi ve Yönetimi Dergisi, 4 (2), 23-43.* Retrieved from http://dergipark.gov.tr/beyder/issue/3479/47333  UNICEF Regional Office for CEECIS (forthcoming 2012). The Quest for  Quality and Fairness in Early Childhood Education (UNICEF)  Polat, S. (2008); *Türkiye’de eğitim politikalarının fırsat eşitsizliği üzerindeki etkileri.* Ankara: Devlet Planlama Teşkilatı.  Kağıtçıbaşı Ç., Sunar, D., Bekman, S., & Cemaliler, Z. (2005). *Erken müdahalenin erişkinlikte süren etkileri.* İstanbul: Anne-Çocuk Eğitim Vakfı Yayınları.  Kaytaz, M. (2005). *Türkiye’de Okul Öncesi Eğitimin Fayda-Maliyet Analizi*. İstanbul: Anne Çocuk Eğitim Vakfı  Bekman, S. ve Gürlesel, C. F. (2005). *Doğru Başlangıç: Türkiye’de Okul Öncesi Eğitim*. İstanbul: TÜSİAD (Türk Sanayicileri ve İşadamları Derneği). | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Turkey and the World Recognition for Early Childhood Policy and Review of the Implementation of this Policy; |
| 2 | Professional Perception and Understanding in the Context of Early Childhood Politics |
| 3 | Topics Covered by Early Childhood Policies |
| 4 | Explanation of the Scope and Importance of Early Childhood Services |
| 5 | Comparing the Development, Objectives and Scope of Different Early Childhood Programs; |
| 6 | Comparing the Development, Objectives and Scope of Different Early Childhood Programs; |
| 7-8 | MID-TERM EXAM |
| 9 | Different Program Examples in Early Childhood Services |
| 10 | Different Program Examples in Early Childhood Services |
| 11 | Examination of National and International Cases in the Context of Early Childhood Education Policy |
| 12 | Examination of National and International Cases in the Context of Early Childhood Education Policy |
| 13 | Examination of National and International Cases in the Context of Early Childhood Education Policy |
| 14 | Examination of National and International Cases in the Context of Early Childhood Education Policy |
| 15-16 | FINAL EXAM |

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| N**O** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  |  | X |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  | X |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education. |  | X |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. | X |  |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions |  | X |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  | X |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  |  | X |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  | X |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  | X |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | x |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | X |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGÜ Faculty of Education Primary Education Department (Preschool Teaching Program)**   
 **Course Informatıon Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171918012 | **COURSE NAME** | SENSORY EDUCATION IN EARLY CHILDHOOD |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8. | 2 | |  |  | | | 2 | 4 | | COMPULSORY ()  ELECTIVE (X ) | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Final-Term | | | | | |  | 60 |
| **PREREQUIEITE(S)** | | | | | No the prerequisite of lesson. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Concept of sense, development of senses, development of perception; Function of sensory systems; Sensory awareness in preschool education, importance of sensory education in child development, regulation of educational environments to support sensory awareness, sensory materials and use of these materials; The role of the teacher in sensory education; Planning, implementation and evaluation of sensory-focused activities in the education program | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to have the students gain knowledge about concept of sense, development of senses, development of perception; function of sensory systems; sensory awareness in preschool education, importance of sensory education in child development, regulation of educational environments to support sensory awareness, sensory materials and use of these materials; the role of the teacher in sensory education; planning, implementation and evaluation of sensory-focused activities in the education program | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Explains the importance of sensory education in terms of child development. 2. Describe developmentally appropriate activities and materials. 3. Prepares, practices, evaluates and develops sensory education programs for preschool children. | | | | | | | |
| **TEXTBOOK** | | | | | Uyanık Balat, G., Deretarla Gül, E. & Çelebi Öncü, E. Okul Öncesi Dönemde Duyu Eğitimi ve Etkinlikler. Kare Yayınları, 2005. | | | | | | | |
| **OTHER REFERENCES** | | | | | Cömert Özata, Suzan. Okul Öncesinde Oyun Temelli Duyu Eğitimi. Nobel Yayınları, Ankara, 2015 | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concept of sense, development of senses, development of perception |
| 2 | Concept of sense, development of senses, development of perception |
| 3 | Function of sensory systems |
| 4 | Function of sensory systems |
| 5 | Sensory awareness in preschool education |
| 6 | Importance of sensory education in child development |
| 7-8 | MID-TERM EXAM |
| 9 | Regulation of educational environments to support sensory awareness, sensory materials and use of these materials |
| 10 | The role of the teacher in sensory education |
| 11 | Planning, implementation and evaluation of sensory-focused activities in the education program |
| 12 | Planning, implementation and evaluation of sensory-focused activities in the education program |
| 13 | Planning, implementation and evaluation of sensory-focused activities in the education program |
| 14 | Planning, implementation and evaluation of sensory-focused activities in the education program |
| 15,16 | FINAL EXAM |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | X |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  |  | X |
|  | Be able to prepare an implemention training plans according children's development characteristic , interests, needs, environmental and cultural features. | X |  |  |
|  | Be able to to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | X |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral , language development, self-care skills, sexual development and physical properties in the preschool period. |  |  | X |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | X |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. | X |  |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | X |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171918006 | **COURSE NAME** | Children at Risk and Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( ) ELECTIVE (X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( ) Content Knowledge (X) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | No | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, risk factors and effects are groups of children created by risk factors; (children living and working on the streets, children working in the sectors, children in fragmented families, children in need of protection, [juvenile pushed to crime](http://tureng.com/tr/turkce-ingilizce/juvenile%20pushed%20to%20crime), children neglected and exploited, children under developmental risk, children living in adverse environmental conditions) the critical elements in the education of children at risk and the precautions to be taken, applied in Turkey and other countries for the education of children at risk projects will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is knowing children at risk, for the education of children at risk in Turkey and other countries to create awareness in society about the precautions to be taken by the projects implemented. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. By the end of course, successful students will be able to; recognize and categorize the children-at-risk, explain the motive why those children are in this risk group in the light of scientific research findings, 2. Make plan and apply preservation and prevention programs considering each risk groups, define related institutions which reintegrate those children into the society, 3. Research related nongovernmental organizations working for those children and comment on their works. | | | | | | | |
| **TEXTBOOK** | | | | | Walker, S., Wachs, T., Grantham-McGregor, S., Black, M., Nelson, C., Huffman, S., Ricthcer,L. (2011). Inequality in early childhood: Risk and protective factors for early childhooddevelopment. The Lancet, 378(9799), 1325-1338. | | | | | | | |
| **OTHER REFERENCES** | | | | | Aile ve Sosyal Politikalar Bakanlığı Çocuk Hizmetleri Genel Müdürlüğü (2017). *Türkiye’de çocuklara yönelik koruyucu ve önleyici politikaları değerlendirme çalıştayı raporu.* Anakara: Aile ve Sosyal Politikalar Bakanlığı Yayın No: 10 Çocuk Hizmetleri Genel Müdürlüğü Yayın No: 05.  Eryalçın, M. ve Duyan, v. (2017). *Suça sürüklenen çocuklar ve gençler.* İstanbul: Yeni İnsan Yayınevi  EURYDICE (2009). *Avrupa’da erken çocukluk eğimi bakımı ve bakımı: sosyal kültürel eşitsizliklerle ilgilenmek.* EURYDICE Türkiye Birimi Milli Eğitim Bakanlığı Strateji Geliştirme Başkanlığı Yayınları. <http://sgb.meb.gov.tr/eurydice/kitaplar/Avrupada_Erken_cocukluk_Egitimi_ve_Bakimi/Avrupada_Erken_cocukluk_Egitimi_ve_Bakimi.pdf>  Güngör, M. (2013). Risk altındaki çocukların aile yapıları ve suça yönelimleri (Mersin ili örneği). Mersin Üniversitesi Eğitim Fakültesi Dergisi, 9(2), 421-434.  Çoban, S. (2015). *Türkiye’de risk altındaki çocuklar ve çocuk suçluluğu üzerine bir değerlendirme.* Sosyoloji Konferansları, DOI:10.18368/IU/sk.24682  Yavuzer, H. (2011), Çocuk ve Suç, (14. Baskı). İstanbul, Remzi Kitabevi Yayını. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of risk situations, risk factors and effects, |
| 2 | Critical elements in the education of child groups created by risk factors (children living and working on the streets and children working in the sectors), created by risk factors, measures to be taken |
| 3 | Critical elements in the education of children groups (broken family children) created by risk factors, measures to be taken |
| 4 | Critical elements in the education of children groups (children in need of protection) created by risk factors, precautions to be taken |
| 5 | Critical elements in the education of children groups ([juvenile pushed to crime](http://tureng.com/tr/turkce-ingilizce/juvenile%20pushed%20to%20crime)) created by risk factors, precautions to be taken |
| 6 | Risk faktörlerinin yarattığı çocuk grupları (children neglected and exploited) created by risk factors, precautions to be taken |
| 7-8 | MIDTERM EXAM |
| 9 | Critical elements in the education of children groups (children under developmental risk), created by risk factors, precautions to be taken |
| 10 | Critical elements in the education of children groups (children living in adverse environmental conditions), created by risk factors, precautions to be taken |
| 11 | Projects Implemented in Turkey and other countries Towards Education of Children at Risk |
| 12 | Projects Implemented in Turkey and other countries Towards Education of Children at Risk |
| 13 | Projects Implemented in Turkey and other countries Towards Education of Children at Risk |
| 14 | Projects Implemented in Turkey and other countries Towards Education of Children at Risk |
| 15 | Projects Implemented in Turkey and other countries Towards Education of Children at Risk |
| 16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education. |  | X |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  |  | X |
|  | Be able to follow current national and international development about preschool education field. |  | X |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. | X |  |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  | X |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. | X |  |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | X |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. | X |  |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  |  | X |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |