

 **ESOG ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171411156 | **COURSE NAME** | Basic Mathematics in Primary 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 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)** | - |
| **COURSE DESCRIPTION** | Number systems and hierarchical model, closure properties of number systems according to four operations, mathematical modeling, problem solving and posing with four operations, converting a number given in base 10 to another number base and converting numbers given in other number bases to base 10, four operations in other number bases, divisibility rules for 2, 3, 4, 5, and 10 with proofs, least common multiple and largest common divisor, four operations with fractions, fraction and ratio relationship, writing of decimals and four operations with decimals, patterns, basic geometric shapes, basic space geometry - geometric objects and their expansions, the measurement concept and basic units of measurement, and the relationship between these topics, the purpose, principle, and primary mathematics program. |
| **COURSE OBJECTIVES** | The purpose of this course is to equip pre-service teachers with basic knowledge of mathematics that they need to possess to teach primary mathematics topics. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |  |
| **COURSE OUTCOMES** | 1. To have knowledge about nuber systems and their properties.2. To have knowledge about closure properties of number systems according to four operations3. To have knowledge about mathematical modeling 4. To have knowledge about problem solving and posing with four operations.5. To have knowledge about converting a number given in base 10 to another number base and converting numbers given in other number bases to base 10.6. To have knowledge about four operations in other number bases.7. To have knowledge about divisibility rules for 2, 3, 4, 5, and 10 with proofs.8. To have knowledge about least common multiple and largest common divisor.9. To have knowledge about four operations with fractions.10. To have knowledge about fraction and ratio relationship.11. To have knowledge about writing of decimals and four operations with decimals.12. To have knowledge about patterns.13. To have knowledge about basic geometric shapes.14. To have knowledge about geometric objects and their expansions.15. To have knowledge about the measurement concept and the basic measurement units. |
| **TEXTBOOK** | Kaçar. A. (2017). *Temel Matematik I-II.* Ankara: Pegem Akademi Yayıncılık. |
| **OTHER REFERENCES** | Olkun, S. & Yeşildere, S. (2010). *Sınıf Öğretmeni Adayları için Temel Matematik 1.* Ankara: Maya Akademi Yayıncılık.Olkun, S. & Yeşildere, S. (2011). *Sınıf Öğretmeni Adayları için Temel Matematik 2.* Ankara: Maya Akademi Yayıncılık. |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Number systems and closure properties of them according to four operations |
| 2 | Mathematical modeling, problem solving and posing with four operations |
| 3 | Converting a number given in base 10 to another number base and converting numbers given in other number bases to base 10 |
| 4 | Four operations in other number bases |
| 5 | Divisibility rules for 2, 3, 4, 5, and 10 |
| 6 | Least common multiple and largest common divisor |
| 7-8 | MID-TERM EXAM  |
| 9 | Four operations with fractions and fraction-ratio relationship |
| 10 | Four operations with decimals |
| 11 | Patterns |
| 12 | Basic geometric shapes |
| 13 | Geometric objects |
| 14 | Measurement concept and basic measurement units |
| 15-16 |  FINAL EXAM |

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| **ID** | **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. |

**Instructor(s):**

**Signature**: **Date:**

 **ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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

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| --- | --- | --- | --- |
| **COURSE CODE** | 171411157 | **COURSE NAME** | Geography and Geopolitics of Turkey |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
| 1 | 2 |  0 | 0  | 2  | 3 | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.( ) Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 | 40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (Practice) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | The location and position of Turkey: Turkey's geopolitical and geostrategic situation and characteristics, mathematical location features, special position characteristics (neighbors), countries group characteristics (political, military, economic, cultural organizations), Turkey's physical features (climate, hydrographic characteristics, soil structure, vegetation cover), socioeconomic characteristics (population, settlement, agriculture, forestry, animal husbandry, energy, industry, transportation, tourism). |
| **COURSE OBJECTIVES** | To inform the teachers about the physical and human geography characteristics of Turkey. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | To inform the teachers about the physical and human geography characteristics of Turkey. |
| **COURSE OUTCOMES** | It reveals the physical human and economic characteristics of our country and presents it to human benefit. |
| **TEXTBOOK** |  Güngördü, E. (2006). Türkiye’nin Coğrafyası. Ankara: Asil Yayın |
| OTHER REFERENCES |  Atalay, İ. (1997). Türkiye Coğrafyası. İzmir: Ege Üniversitesi Basımevi.Doğanay, H. Şahin, C. Özcan, N. (2004). Türkiye Coğrafyası. Ankara: Gündüz Eğitim ve Yayıncılık. |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | The location and position of Turkey: Turkey's geopolitical and geostrategic situation and characteristics, characteristics of mathematical location, location specific properties (neighbors), |
| 2 | The location and position of Turkey: Turkey's geopolitical and geostrategic situation and characteristics, characteristics of mathematical location, location specific properties (neighbors), |
| 3 | The location and position of Turkey: Turkey's geopolitical and geostrategic situation and characteristics, characteristics of mathematical location, location specific properties (neighbors), |
| 4 | Characteristics of country groups (political, military, economic, cultural organizations) |
| 5 | Characteristics of country groups (political, military, economic, cultural organizations) |
| 6 | Characteristics of country groups (political, military, economic, cultural organizations) |
| 7-8 | MID-TERM EXAM  |
| 9 | Physical features of Turkey (climate, hydrographic characteristics, soil structure, vegetation) |
| 10 | Physical features of Turkey (climate, hydrographic characteristics, soil structure, vegetation) |
| 11 | Physical features of Turkey (climate, hydrographic characteristics, soil structure, vegetation) |
| 12 | Physical features of Turkey (climate, hydrographic characteristics, soil structure, vegetation), socio-economic characteristics (population, settlement, agriculture, forestry, animal husbandry, energy, industry, transport, tourism) |
| 13 | Physical features of Turkey (climate, hydrographic characteristics, soil structure, vegetation), socio-economic characteristics (population, settlement, agriculture, forestry, animal husbandry, energy, industry, transport, tourism) |
| 14 | Physical features of Turkey (climate, hydrographic characteristics, soil structure, vegetation), socio-economic characteristics (population, settlement, agriculture, forestry, animal husbandry, energy, industry, transport, tourism) |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):**  **Signature: Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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

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| **COURSE CODE** | 171412157 | **COURSE NAME** | Environmental Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
| 2 |  2 | 0 | 0  | 2  | 4 | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.( ) Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 | 40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (Practice) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Basic ecological concepts and principles, ecosystems, food chains, food web, habitat, competition; studies on institutions and organizations related to common life and mutual life, energy flow, circulation of material, population increase, ecological impact, erosion, soil and water resources, environmental sensitivity, environmental sensitivity in the world; environmental education in primary school programs. |
| **COURSE OBJECTIVES** | The aim of this course is; teacher candidates to have knowledge about recent developments related to environmental problems, to emphasize the importance of environmental awareness to children in primary school period and to learn about environmental education activities that can be done with young children. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Gaining the ability to manage environmental awareness applications. |
| **COURSE OUTCOMES** | By learning the natural and artificial systems in the world we live in, we learn the concept of environmental pollution with all its dimensions. They grow up as individuals with environmental awareness. |
| **TEXTBOOK** | Bozkurt, O. (Ed.) (2008). Çevre eğitimi. Ankara: Pegem AkademiYıldız, K., Sipahioğlu, Ş. ve Yılmaz, M. (2011). Çevre bilimi ve eğitimi. Gündüz Eğitim ve Yayıncılık |
| OTHER REFERENCES | Atasoy, E. (2006). *Çevre için eğitim çocuk doğa etkileşimi*. Bursa: Ezgi Kitapevi. Açma, B. (2005). *Kentleşme ve çevre sorunları*. Açma, B. (ed.) *Çevre Kirliliği ve Çeşitleri* (ss. 185-198). Eskişehir: Anadolu Üniversitesi Web- Ofset.  |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Basic ecological concepts and principles |
| 2 | Ecosystem concept |
| 3 | Energy flow in ecosystems |
| 4 | Food chains |
| 5 | Food network, habitat, competition |
| 6 | Common life and mutual life, energy flow |
| 7-8 | MID-TERM EXAM  |
| 9 | The circulation of matter, population growth, ecological impact |
| 10 | Erosion, soil and water resources |
| 11 | Environmental awareness |
| 12 | Studies on environmental sensitivity in the world institutions and organizations |
| 13 | Environmental education in primary school programs |
| 14 | Environmental education in primary school programs |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):**   **Signature: Date:**



**ESOGÜ Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  171412158 | **COURSE NAME** |  Basic Knowledge of Science in Primary School |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| 2 |  3 | 0 | 0  | 3 | 5 | COMPULSORY (X) ELECTIVE ( ) | 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** | General science, science, physics, chemistry and biology, basic concepts, topics and information related to daily life. |
| **COURSE OBJECTIVES** | The main objective of the course is to explain the science and scientific method to the students; basic concepts, subjects and principles related to biology, chemistry and physics. To teach basic knowledge about science subjects in primary school curriculum. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Have knowledge, skills, and value about basic science that can meet the requirements of the students in the field of Primary school teaching. |
| **COURSE OUTCOMES** | 1. Teacher candidates will learn basic concepts about science2. Teacher candidates will learn the science teaching objectives.3. Candidate prospective teachers will have knowledge of the subjects related to science in the primary school curriculum.4. Will be able to explain the scientific phenomena that have formed relations with science and daily life. |
| **TEXTBOOK** | Kiziroğlu İ., “Genel Biyoloji” 2008, Okutman YayıncılıkHalliday, D. & Resnick, R. (2002). Çeviri Editörü: Yalçın, C. Fiziğin Temelleri. Ankara: Arkadaş Yayınevi.Alpaydın, S., Şimşek, A., (2008) Genel Kimya. Ankara: Nobel. |
| **OTHER REFERENCES** |  Campbell&Reece “Biology 2006. Çeviri Editörleri: Prof.Dr. Ertunç Gündüz, Prof.Dr. Ali Demirsoy, Prof.Dr. İsmail Türkan, Palme yayıncılık |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | The subject and principles of nature / science, basic concepts of science, |
| 2 | The place of science among other sciences, historical development, |
| 3 | Basic topics in science (living things, classification of living things) |
| 4 | Basic topics in science (Cell, Human body) |
| 5 | Basic topics in science (basic concepts in physics) |
| 6 | Basic topics in science (heat-temperature, matter, mine properties) |
| 7-8 | MID-TERM EXAM  |
| 9 | Basic subjects in science (Force, movement) Objectives of science education |
| 10 | Basic topics in science (basic concepts in chemistry, elemental compound) |
| 11 | Basic topics in science (Chemical Events) |
| 12 | The aims of science education |
| 13 | Basic subjects related to science in primary school |
| 14 | Basic subjects related to science in primary school |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.  |  |  |  |
| 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. |  |  |  |
| 3 | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  |  |  |
| 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.  |  |  |  |
| 7 | Makes self assessment. | **x**  |  |  |
| 8 | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  |  |  |
| 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. |  |  |  |
| 12 | Have information about national and international education system, structure and the historical development of the elementary teacher.  |  |  |  |
| 13 | Have respect to national culture and universal values.  |  |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. |

**Instructor(s):** Assoc. Prof. Dr. Hüseyin Anılan **Signature:**   **Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** |  Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171412159 | **COURSE NAME** | Turkish History and Culture |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
| 2 |  2 | 0 | 0  | 2  | 4 | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() 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** | Turkish communities and states which have experienced in previous periods, the modern Turkish, state management, law, military, social structure, family, economy, religion, language, education, science, art, literature, music in the Turkish communities. |
| **COURSE OBJECTIVES** | The purpose of this course is to teach Turkish communities and states in history to teacher candidate and to prove information about notable features of the various aspects of Turkish society.  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Through this course, prospective teachers know the historical concepts in Turkish history and act with historical consciousness in the future profession. |
| **COURSE OUTCOMES** | to have information about Turkish communities and states which have experienced in previous periods.to review the management structure of the Turkish statesto discuss situation of science and education in Turkish communitiesto explain the structure of the military and social life of Turkish communities by comparing today.to know basic literature, art, painting, musical works which have important place in Turkish history. |
| **TEXTBOOK** | Öztürk, C. (2011). Turkish History and Culture (4th Ed.). Ankara: Pegem Academy Publications |
| OTHER REFERENCES | Merey, Z. (2009). *Turkish History and Culture* Ankara:Birleşik Publications.*Şahin, M. (2010). Turkish History and Culture (6th Ed.). Ankara: Okutman Publications.* |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Turkish States that were established before Islam  |
| 2 | The first Muslim Turkish States |
| 3 | First Turkish States that were established in Anatolia |
| 4 | The Ottoman Empire (Foundation Period and Ascension Period) |
| 5 | The Ottoman Empire (Stagnation Period -Decline Period and Disintegration Period) |
| 6 | The Turkish Republic |
| 7-8 | MID-TERM EXAM  |
| 9 | Contemporary Turkish States and Communities |
| 10 | Management in Turkish States |
| 11 | Law-Army-Economy in Turkish States |
| 12 | Social Life-Family-Religion in Turkish States |
| 13 | Science and Education in Turkish States |
| 14 | Literature-Art and Music in Turkish States |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):**  **Signature: Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

|  |  |
| --- | --- |
| **SEMESTER** |  Fall1 |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171413120 | **COURSE NAME** | Laboratory Applications of Science  |

|  |  |  |
| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
| 3 |  | 0 | 2 | 1 | 3 | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 | 40 |
| Quiz |  |   |
| Homework | 1 | 15 |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 45 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | The aim and the aim of the laboratory in science teaching; safety in the laboratory; scientific method, scientific process skills and how they are gained; laboratory experiments for primary school (planning, conducting and evaluating the results of the experiments), preparation of experimental worksheets and experiment reports; examples of experiments that can be done with simple and inexpensive materials; group work. |
| **COURSE OBJECTIVES** | Planning, conducting, evaluating the results of the experiments in the primary school programs and educating teachers with the confidence to carry them out as needed. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | In the future career; in the science class in the third and fourth grade primary school; Having the sense of confidence to carry out scientific experiments as required, equipped with the knowledge and skills to carry out learning - teaching activities. |
| **COURSE OUTCOMES** | 1. Candidate teachers select and design experiments appropriate to the subject.2. Candidate teachers make scientific reports by analyzing and interpreting the data.3. Candidate teachers have knowledge about laboratory safety.4. Candidate teachers take responsibility for individual and group work related to their field and actively carry out the task. |
| **TEXTBOOK** | Çepni, S., Ayvacı, Ş. H.; Bacanak, A.; Özsevgeç, T., Aydın, M. (2008). Fen ve Teknoloji Laboratuvar Uygulamaları I. Trabzon: Celepler Matbaacılık. Çepni, S., Ayvacı, Ş. H.; Bacanak, A.; Özsevgeç, T., Aydın, M. (2009). Fen ve Teknoloji Laboratuvar Uygulamaları II. Trabzon: Celepler Matbaacılık. |
| OTHER REFERENCES | Şimşek, N. ve Çınar, Y. (2016). Fen ve Teknoloji Laboratuvarı ve Uygulamaları. Ankara: Nobel |
| **TOOLS AND EQUIPMENTS REQUIRED** | Gadgets of laboratory. |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Laboratory Approach Based on Constructivist and Scientific Process Skills |
| 2 | Safety in Science and Technology Laboratory |
| 3 | Getting to know the material |
| 4 | Motion and Force |
| 5 |  Light and Sound |
| 6 | Let's Learn the World of Life |
| 7-8 | MID-TERM EXAM  |
| 9 | Electricity Directing Our Life |
| 10 |  Let's make a Limondan Battery, Make Pes and Treble Sound |
| 11 |  Measuring and Using Numbers: Electromagnetics, Angle Mirrors |
| 12 |  Space Time - Space Location Relation: Rising Coin, Candle Error |
| 13 |  Changing and Checking Variables: Pendulum Clocks, Egg Layout |
| 14 |  Description by Making: Diapason and Sound Formation, Let's Make Hacı Yatmaz |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PRIMARY SCHOOL TEACHING PROGRAM OUTCOME** | **3** | **2** | **1** |
| 1 | Has the ability of using Turkish according to rules, properly and effectively and communicate with students in a healthy way |  | **x**  |  |
| 2 | Is a teacher who depend on Atatürk’s principles and revolutions, believes in democracy, is aware of Turkish national, spiritual, moral and cultural values and show susceptibility to this in his/her profession |  | **x** |  |
| 3 | Has pedagogical knowledge in the teaching profession and its field, know and apply modern teaching methods and techniques, assessment and evaluation methods | **x** |  |  |
| 4 | Is sensitive to society, environment, human, artistic and cultural activities and sport; educate students who are beneficial to society, face the future with confidence and explore, question and support life-long learning  | **x**  |  |  |
| 5 | Takes responsibility in individual and group work related to field and perform the task effectively  | **x** |  |  |
| 6 | Has individual and professional development by pursuing life-long learning consciousness, learn how to learn |  | **x** |  |
| 7 | Makes self-assessment |  **x** |  |  |
| 8 | Reaches field knowledge in social and professional life by learning a foreign language at a basic level  |  |  | **x** |
| 9 | Has the knowledge of teacher profession in primary school education field, concept, theory and practice related to general culture and basic science |  |  **x** |  |
| 10 | Has the ability of using science and communication technology technically and pedagogically  |  |  **x** |  |
| 11 | Does appropriate planning and implementation by taking consideration the development characteristics, individual differences of students, the characteristic of subject area and gains  | **x**  |  |  |
| 12 | Has enough knowledge of the structure of national and international education system and primary school teaching and historical development |  |  | **x** |
| 13 | Respects national culture and universal values |  |  | **x** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. |

**Instructor(s):** Assoc. Prof. Dr. Hüseyin Anılan  **Signature: Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** |  Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171413119 | **COURSE NAME** | Drama in PrimarySchool  |

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| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
| 3 |  2 | 0 | 0  | 2  | 4 | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 | 40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (Practice) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Definition and meaning of the concept of drama, the difference from similar terms, history of drama applications for children, the structure and the implementation phases of creative drama, the classification of drama according to the age groups and application area, the environment of creative drama and teacher qualifications, special techniques of creative drama, evaluation of creative drama, developing instructive drama samples appropriate for educational purposes of the area and new samples. |
| **COURSE OBJECTIVES** | The drama course gives participants the opportunity to examine various social roles and social problems. With drama, people can get to know themselves better and reveal their talents. The main purpose of the drama is to allow the participant to substitute himself / herself for other individuals so that he / she can better understand himself / herself and his / her environment. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | The course of drama allows the participants to review the various social roles and social problems. The individuals get to know themselves by drama, and also drama helps them to understand their capabilities. A basic objective of the drama is the skill of empathy. In other words, the most important one of the goals of drama is a better knowledge of the individual's environment, able to understand the surroundings, and other individuals. DinleyinFonetik olarak okuyun Sözlük |
| **COURSE OUTCOMES** | Through a course in drama, it is aimed to cultivate individuals who are in democratic behavior, who can establish a connection between topics, who are tolerant and sensitive to the community and the arts, who can use the Turkish language effectively, whose communication skills are advanced, who have self-confidence. In addition, the course of drama offers the opportunity for the drama leader to recognize the individuals through various experiences. |
| **TEXTBOOK** |  Adıgüzel, Ö. (2010). Eğitimde yaratıcı drama. Antalya: Naturel yayınevi. |
| OTHER REFERENCES |  Üstündağ, Tülay (2002).Yaratıcı Drama Öğretmeninin Günlüğü. Ankara |
| **TOOLS AND EQUIPMENTS REQUIRED** | Music player, a variety of music CDs, accessories and gadgets of the daily life. |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 |  Warm-up exercises and relaxation. |
| 2 |  Warm up and relax, play, improvisations (the school environment, peer environment and family environment based on the conflict). |
| 3 |  Warm up and relax, play, formation (fairy tale), evaluation. |
| 4 |  Warm up and relax, play, formation (idioms and proverbs), evaluationSözlük. |
| 5 |  Warm up and relax, play, formation (poetry), evaluation. |
| 6 |  Sensory and confidence studies. |
| 7-8 | MID-TERM EXAM  |
| 9 |  Warm up and relax, play, formation (photo), evaluation. |
| 10 | Warm up and relax, play, formation (of consciousness corridor), evaluation. |
| 11 |  Warm up and relax, play, formation (visual reading-visual presentation: objects-emotions) evaluation. |
| 12 | Groups of students’ activities.  |
| 13 | Groups of students’ activities. |
| 14 | Groups of students’ activities. |
| 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. |

**Instructor(s):**  **Signature: Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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

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| --- | --- | --- | --- |
| **COURSE CODE** | 171413121 | **COURSE NAME** | Teaching Reading And Writing Primary School  |

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| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
| 3 | 3 | 0 | 0  | 3 | 6 | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 | 40 |
| Quiz |  |  |
| Homework | 1 | 15 |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 45 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Listening, speaking, visual reading and visual presentation, relation between definition and process of learning fields of reading-writing and learning fields, features of Turkish, the effects of these features on first reading and writing, aims and principle of teaching of first reading and writing, basic features of students and teacher of first class in elementary school, the reason of non-productiveness and failure in the teaching of first reading and writing, equipment-tools used in the teaching of first reading and writing (properties and their effects, choosing formation and using of these tools); the methods used in the teaching of first reading and writing, (definitions, features, classifying, applications, advantages and border of methods); sound based sentence method (definition, principles, features, stages and applications), application of teaching of first reading and writing using sound based sentence method stages. |
| **COURSE OBJECTIVES** | Understand of methods and principles used in teaching reading and writing in first grade; preparing necessary equipment and materials and them to apply; understand of basic methods and techniques used in teaching reading and writing in first grade; use of voice-based sentence method in teaching reading and writing process. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Through this course students gain basic knowledge and skills related to elementary and writing and process and teaching. |
| **COURSE OUTCOMES** | 1. Describes the process of reading and writing.
2. Allows reading and writing purposes.
3. Apply the methods and approaches to reading and writing.
4. Knows the properties of first-grade students' development.
5. Knows the properties of the period of preparation for the teaching of reading and writing.
6. Knows the problems encountered in the teaching of reading and writing.

7. Knows the stages of the teaching method of voice-based sentence |
| **TEXTBOOK** | Akyol, H. (2010). *Türkçe ilk okuma yazma öğretimi.* Ankara: Pegem Akademi. |
| OTHER REFERENCES | Aydın Yılmaz, Z. (2009). *Uygulama örnekleriyle ilk okuma yazma öğretimi.* Ankara: Nobel Yayıncılık.Calp, M. (2010). *İlkokuma yazma öğretimi.* Ankara: Nobel Yayıncılık.Cemaloğlu, N. ve Yıldırım, K. (2008). *İlk okuma ve yazma öğretimi.* Ankara: Nobel Yayıncılık.Ferah, A. (2007). *Türkçe ilk okuma-yazmayı öğrenme.* Ankara: Nobel Yayıncılık.Göçer, A. (2008). *Etkinlik temelli ilk okuma ve yazma öğretimi.* Ankara: Anı Yayıncılık.Güleryüz, H. (2004). *Türkçe ilk okuma yazma öğretimi.* Ankara: Pegem Akademi.Güneş, F. (2007). *Ses temelli cümle yöntemi ve zihinsel yapılandırma.* Ankara: Nobel Yayıncılık.Kesginci, Ş. (2006). *Uygulamalı okuma-yazma öğretimi.* Ankara: Kök Yayıncılık. Keskinkılıç, K. (2005). *İlkokuma yazma öğretimi.* Ankara: Nobel Yayıncılık.Kılıç, A. (2003). *Kuramdan uygulamaya ilkokuma yazma öğretimi.* Ankara: Pegem Akademi.*Kıroğlu, K. (2011). İlköğretim programları 1-5. sınıflar. Ankara: Pegem Akademi.*Pilten, G., Temur, T., Şahin, A. ve Demir, E. (2011). *İlk okuma ve yazma öğretimi.* Ankara: Pegem Akademi. |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | The purposes and principles of the first reading and writing instruction; the basic properties of first-grade’s teachers and students |
| 2 | The stages of the first reading and writing instruction; the first literacy teaching methods |
| 3 | Introduction of Turkish lesson teaching curriculum (the first reading and writing) |
| 4 | The stages of voice-based sentence teaching method  |
| 5 | The preparation for first reading and writing and classroom practice. |
| 6 | The start and progress of the first reading-writing; voice teaching (e,l,a,k,i,n) classroom practice. |
| 7-8 | MID-TERM EXAM  |
| 9 | Voice teaching (o,m,u,t,ü,y) classroom practice. |
| 10 | Voice teaching (ö,r,ı,d,s,b) classroom practice. |
| 11 | Voice teaching (z,ç,g) classroom practice. |
| 12 | Voice teaching (ş,c,p ) classroom practice. |
| 13 | Voice teaching (h,u,ğ,); classroom practice. |
| 14 | Voice teaching (f,h j); classroom practice. |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):**   **Signature: Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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

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| --- | --- | --- | --- |
| **COURSE CODE** | 171414119 | **COURSE NAME** |  Teaching Play and Physical Activities |

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| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
| 4 |  3 | 0 | 0  | 3 | 5  | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() 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** | Theoretical structure (program structure, basic skills, basic elements of the program, achievements according to the classes, teaching methods, classroom management, measurement and evaluation), primary school play and physical activities lesson in Primary School Gaming and Physical Activity lesson (1-4th Grades) (preparation and application of lesson plans, work plans, measurement instruments), educational and musical games, examples about modern folk dances, definition and general features of games, teaching of games |
| **COURSE OBJECTIVES** | Teacher candidates know and use contemporary methods for teaching games and physical activities and gain practical skills that suit the interests and needs of the students. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | To have the necessary knowledge and skills about teaching games and physical activities in primary school. |
| **COURSE OUTCOMES** | 1. Have knowledge about the program of teaching games and physical activities.2. Play educational and musical games.3. He plays modern folk dances.4. Prepares for the course.5. Select materials appropriate to the course.6. Selects games appropriate to the interests and needs of the students. |
| **TEXTBOOK** | Topkaya, İ. (2017). İlkokullarda oyun ve fiziki etkinlikler dersi öğretimi. Ankara: Kriter yayınları. |
| **OTHER REFERENCES** | MEB (2016). Oyun ve fiziki etkinlikler dersi öğretim programı. Ankara: MEB yayınları.  |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Examination of Teaching Program of Gaming and Physical Activities (1-4 th grade) |
| 2 | Examination of Teaching Program of Games and Physical Activities (1-4) |
| 3 | Teaching Methods Used in Gaming and Physical Activity Lessons |
| 4 | Teaching Methods Used in Gaming and Physical Activity Lessons |
| 5 | Classroom Management in Games and Physical Activities Lessons |
| 6 | Measurement and Evaluation in Game and Physical Activity Lessons |
| 7-8 | MID-TERM EXAM  |
| 9 | Game and Game General Features |
| 10 | Game Teaching |
| 11 | Game Teaching |
| 12 | Educational and Musical Games |
| 13 | Educational and Musical Games |
| 14 | Examples of Modern Folk Dances |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):**   **Signature: Date:**

**ESOGÜ Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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

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| --- | --- | --- | --- |
| **COURSE CODE** | 171414120 | **COURSE NAME** | Turkish Teaching  |

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| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Laboratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| 4 | 3  |  0 | 0  |  3 |  5 | COMPULSORY ( X) ELECTIVE ( ) | Turkish  |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
| Mid-Term | 1 | 40 |
| Quiz |  |   |
| Homework | 1 | 15 |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 45 |
| **PREREQUIEITE(S)** | No |
| **COURSE DESCRIPTION** | Contemporary methods and techniques in Turkish education, developing reading, writing, listening, speaking and understanding skills; diagnosing and removing reading disables; structure of reading texts, teaching informative and story telling texts; reading and writing between texts, meaning from text, questions and questions types related to texts; developing critical thinking by reading and writing, quick reading techniques, instruction of main idea and their methods, aims of reading, types and principles of reading; evaluation of reading, writing, listening, speaking and understanding; analysis of primary Turkish lesson curriculum, connection with other courses, sample activity applications of program. |
| **COURSE OBJECTIVES** | Recognize the Turkish program of elementary education. Grasp of Turkish teaching methods and techniques. Help student teachers to develop listening, speaking, reading, writing and visual reading and presentation skills. Student teachers will like Turkish and use it properly. Learn to Turkish Teaching.  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |  |
| **COURSE OUTCOMES** | 1. Student teachers develop listening, speaking, reading, writing and visual reading and presentation skills.
2. Students get sensitivity in enjoying Turkish and using it properly.
3. Gain theoretical and practical knowledge about teaching methods and techniques in Turkish teaching
4. Knows about primary Turkish curriculum and get knowledge about the contents
5. Gains practical skills in applying Turkish curriculum
 |
| **TEXTBOOK** |  Akyol, H. (2011). *Türkçe öğretim yöntemleri.* Ankara: Pegem Akademi. |
| **OTHER REFERENCES** |  Calp, M. (2010). *Özel eğitim alanı olarak Türkçe öğretimi.* Ankara: Nobel Yayıncılık.Güneş, F. (2007). *Türkçe öğretimi ve zihinsel yapılandırma.* Ankara: Nobel Yayıncılık.Kırkıkıç, A. ve Akyol, H. (2009). *İlköğretimde Türkçe öğretimi.* Ankara: Pegem Akademi.Kıroğlu, K. (2011). *İlköğretim programları 1-5. sınıflar.* Ankara: Pegem Akademi.Nuhoğlu, M. M. (ed.) (2007). *Türkçe öğretimi etkinlikleri.* Ankara: Nobel Yayıncılık.Nuhoğlu, M. M. ve Gökkaya, H. (2009). *Türkçe öğretimi uygulamaları.* Ankara: Nobel Yayıncılık.Nuhoğlu, M. M., Başoğlu, N. ve Kaygancıoğlu, S. (2008). *Türkçe öğretiminde ölçme ve değerlendirme.* Ankara: Nobel Yayıncılık.Nuhoğlu, M. M., Özsoy, T. ve Aydın, A. (2008). *Türkçe öğretiminde materyal tasarımı.* Ankara: Nobel Yayıncılık.Öz, M. F. (2011). *Uygulamalı Türkçe öğretimi.* Ankara: Anı Yayıncılık. Sever, S. (2011). *Türkçe öğretimi ve tam öğrenme.* Ankara: Anı Yayıncılık.Sever, S., Kaya, Z. ve Aslan, C. (2011). *Etkinliklerle Türkçe öğretimi.* İzmir: Tudem Yayınları. Ülper, H. (2010). *Türkçe ders kitabı çözümlemeleri.* Ankara: Pegem Akademi.Ünalan, Ş. (2006). *Türkçe öğretimi.* Ankara: Nobel Yayıncılık.Yıldız, C. (2010). *Kuramdan uygulamaya Türkçe öğretimi.* Ankara: Pegem Akademi |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

|  |
| --- |
| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Development of Turkish teaching and Turkish program in elementary education  |
| 2 | Contemporary methods and techniques in Turkish instruction; equipments in Turkish instruction |
| 3 | Areas of learning (listening, speaking, reading, writing, visual reading and visual presentation)  |
| 4 | Learning process in Turkish instruction and text information  |
| 5 | Turkish teaching in the first grades  |
| 6 | Turkish teaching in the second grades |
| 7-8 | MID-TERM EXAM  |
| 9 | Turkish teaching in the third grades |
| 10 | Turkish teaching in the fourth grades |
| 11 | Turkish teaching in the fifth grades |
| 12 | Grammar teaching in elementary education |
| 13 | Assessment and evaluation in Turkish teaching  |
| 14 | Problems and solutions encountered in the Turkish teaching  |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):**   **Signature: Date:**

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**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171415121 | **COURSE NAME** | Science Teaching  |

|  |  |  |
| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
| 5 | 3 | 0 | 0  | 3 | 4 | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 | 30 |
| Quiz |  |   |
| Homework | 1 | 20 |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 50 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Basic concepts about science and science education; science, technology, characteristics of scientific knowledge and scientific method, science and technology literacy, science-technology-society-environment relations, attitudes towards science, the purpose of science education, historical development of Turkey and the world in science education, constructivist approach and science learning, cognitive development and science education, characteristics of primary school science program and otherrelation with courses, development of scientific process skills and sample applications |
| **COURSE OBJECTIVES** | To provide students with scientific process skills, to teach contemporary approaches in science education, to apply science and technology literacy, science-technology-society-environment relations, positive attitude towards science |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Teacher candidates can carry out the science course in elementary school in a functional way in their future professional life with the knowledge and skills they have learned. |
| **COURSE OUTCOMES** | At the end of this course students;1. will be able to explain the basic concepts of science and science education.2. Will be able to recognize the aims of science teaching.3. explain the historical development of science teaching.4. Explain the relationship between science teaching and constructivist approach.5. Explain the relationship between science teaching and cognitive development.6. will be able to explain the characteristics of elementary science curriculum and its relation to other courses.7. Will be able to design sample applications for developing scientific process skills. |
| **TEXTBOOK** |  AYAS, Ali Paşa ve diğerleri (2005). Kuramdan uygulamaya fen ve teknoloji öğretimi, (Ed. Salih ÇEPNİ), Ankara: PegemA yayıncılık |
| OTHER REFERENCES |  Doğan, N., Çakıroğlu, J., Bilican, K. Ve Çavuş, S. (2009). Bilimin doğası ve öğretimi, Ankara: PegemA yayıncılıkMEB (2005). İlköğretim Fen ve Teknoloji dersi (4. ve 5. sınıflar) Öğretim programı, Ankara: Milli Eğitim Talim ve Terbiye Kurulu BaşkanlığıNAKİPOĞLU, Cana ve diğerleri (2006). Fen ve Teknoloji Öğretimi (Ed. Mehmet BAHAR), Ankara: PegemA yayıncılıkBailer, J., Ramig, J. E. ve Ramsey, J. M.(2006). Teaching science process skills (Ed. Karen Thompson), USA: Frank Schaffer Publications |
| **TOOLS AND EQUIPMENTS REQUIRED** | Projector, computer, laboratory equipment |

|  |
| --- |
| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | General information about the course, source browsing |
| 2 |   Basic concepts of science and science education |
| 3 |   Historical development of science education |
| 4 |   The aims of science teaching |
| 5 |   Characteristics of primary school science curriculum and its relation with other disciplines |
| 6 |   Characteristics of primary school science curriculum and its relation with other disciplines |
| 7-8 | MID-TERM EXAM  |
| 9 | Science teaching and cognitive development |
| 10 |  Science teaching and constructivist theory |
| 11 |  Science teaching and constructivist theory |
| 12 |  Scientific process skills |
| 13 |  Preparing and presenting activities to improve scientific process skills |
| 14 |  Preparing and presenting sample activities appropriate to science curriculum |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):**   **Signature: Date:**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171415119 | **COURSE NAME** | Life Science Teaching |

|  |  |  |
| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| 5  | 3  | 0  |  0 |  3 |  5 | COMPULSORY (x ) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 | 30 |
| Quiz |  |   |
| Homework | 1 | 20 |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 50 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Content of Teaching Life Science course is composed of the historical development of the Life Science course in Turkey, examination of Life Science Curriculum in terms of the characteristics that are acquisition, skills, values​​, concepts, analysis and evaluation, the program themes and distribution of the acquisitions that take place in the program according to classes, basic academic skills in Life Science Teaching, teaching strategies, examples of the use of teaching methods and techniques in Life Science course, the source and material use in Life Science Teaching, sample applications for Life Science Curriculum and the evaluation of classroom activities. |
| **COURSE OBJECTIVES** | To understand the relationship between the Life Science Course and real life, to know the approach of Life Science Curriculum, To design sample activities for the Life Science Course, to determine the performance task and project work for the Life Science Course, and design scales for those. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | It is aimed to train teachers who have an idea about the approach of the Primary Education Curriculum, have the readiness level foreseen by the program, know the importance of planning, are equipped for the teaching of values​​ and skills, are able to use the alternative assessment approaches. |
| **COURSE OUTCOMES** | * Explains the purpose, the concept, and the content of the Life Science course.
* Recognizes the Life Science Curriculum.
* Knows the methods and techniques which may be used in the Life Science course.
* Designs sample activities for the Life Science course.
* Knows how to design and evaluate performance tasks and project assignments within the scope of the Life Science course.
 |
| **TEXTBOOK** | Meb. (2017). İlkokul Hayat Bilgisi Dersi Öğretim Programı.. Ankara. Meb |
| **OTHER REFERENCES** | Kabapınar, Y. (2012). Kuramdan uygulamaya hayat bilgisi ve sosyal bilgiler öğretimi. Ankara: Pegem Akademi YayınlarıSönmez, V. (2010). Hayat Bilgisi Öğretimi ve Öğretmen Kılavuzu. Ankara: Anı Yayıncılık, 6. Baskı. |
| **TOOLS AND EQUIPMENTS REQUIRED** |  Computer, projection, course materials. |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 |  Planning,. |
| 2 |  Historical development of the Life Science course. |
| 3 |  Teaching strategies of the Life Science course. |
| 4 |  Teaching strategies of the Life Science course. |
| 5 |  Examining the curriculum of the Life Science course. |
| 6 |  Examining the curriculum of the Life Science course. |
| 7-8 | MID-TERM EXAM  |
| 9 |  Performance tasks related to the teaching of the Life Science course. |
| 10 |  Project tasks related to the teaching of the Life Science course. |
| 11 |  Classroom activities |
| 12 |  Classroom activities |
| 13 |  Classroom activities |
| 14 | Life Science course textbooks |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):** Assoc. Prof. Dr. Hüseyin Anılan  **Signature: Date:**

  **Date:**



 **ESOGU Department of Elementary and Early Childhood Education Program, Elementary Education, Course Information Form**

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| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171415120 | **COURSE NAME** | Mathematics Teaching-I |

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| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| V | 3  | 0  | 0  | 3 | 4  | COMPULSORY (x) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 |  40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   |  1 | 60 |
| **PREREQUIEITE(S)** |  |
| **COURSE DESCRIPTION** | Objectives and basic principles of mathematics teaching; history of mathematics education (in the world and Turkey); teaching and learning strategies to be used in mathematics teaching; the scope, purpose and features of the primary school mathematics program; major learning theories and their relation to mathematics learning; important skills in mathematics education such as connection, representations, communication, reasoning, problem solving (strategies, stages, problem types, etc.); use of information technologies; development of number concept in child (pre-count improvement, one-to-one mapping, cardinal value, merging, separation, comparison, equivalence, scarcity, multiplicity etc.); place value; structural properties of natural numbers; arithmetic operations; related topics, objectives and activities in the primary school mathematics program. |
| **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** |  |
| **COURSE OUTCOMES** | 1. To have knowledge about objectives and basic principles of mathematics teaching.2. To have knowledge about history of mathematics education (in the world and Turkey).3. To have knowledge about teaching and learning strategies to be used in mathematics teaching.4. To have knowledge about the scope, purpose and features of the primary school mathematics program.5. To have knowledge about major learning theories and their relation to mathematics learning.6. To have knowledge about important skills in mathematics education such as connection, representations, communication, reasoning, problem solving (strategies, stages, problem types, etc.).7. To have knowledge about use of information technologies.8. To have knowledge about development of number concept in child (pre-count improvement, one-to-one mapping, cardinal value, merging, separation, comparison, equivalence, scarcity, multiplicity etc.).9. To have knowledge about place value.10. To have knowledge about structural properties of natural numbers.11. To have knowledge about arithmetic operations. |
| **TEXTBOOK** | Baykul, Y. (2016). *İlköğretimde Matematik Öğretimi (1-4. Sınıflar).* Ankara: Pegem Yayıncılık. |
| **OTHER REFERENCES** | Altun, M. (2013). *Eğitim Fakülteleri ve Sınıf Öğretmenleri İçin Matematik Öğretimi*. Bursa: Aktüel Yayıncılık.Baki, A. (2008). *Kuramdan Uygulamaya Matematik Eğitimi*. Ankara: Harf Eğitim Yayıncılık.Olkun, S., & Toluk-Uçar, Z. (2007). *İlköğretimde Etkinlik Temelli Matematik Öğretimi*. Ankara: Maya AkademiPesen, C. (2006). *Yapılandırmacı Öğrenme Yaklaşımına Göre Matematik Öğretimi*. Ankara: Pegem A Yayıncılık. |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| --- |
| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Objectives and basic principles of mathematics teaching |
| 2 | History of mathematics education |
| 3 | Teaching and learning strategies to be used in mathematics teaching |
| 4 | Scope, purpose and features of the primary school mathematics program |
| 5 | Major learning theories and their relation to mathematics learning |
| 6 | Important skills in mathematics education such as connection, representations, communication, reasoning, problem solving (strategies, stages, problem types, etc.) |
| 7-8 | MID-TERM EXAM  |
| 9 | Information technologies |
| 10 | Development of number concept in child (pre-count improvement, one-to-one mapping, cardinal value, merging, separation, comparison, equivalence, scarcity, multiplicity etc.) |
| 11 | Place value |
| 12 | Structural properties of natural numbers |
| 13 | Arithmetic operations (Addition and subtraction) |
| 14 | Arithmetic operations (Multiplication and Division) |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ID** | **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. |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171416124 | **COURSE NAME** | Teaching Religion Culture and Moral Knowledge |

|  |  |  |
| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
| 6 | 3 |  0 | 0  | 3 | 4  | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.( ) Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 | 40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (Practice) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Basic concepts in teaching religion culture and morality: concepts of religion culture-morality; Islam and other religions; the concept of belief: the conditions of faith in Islamic religion, the basic principles of Muslims; worship: the concept of worship; the principles of morality and morality concerning the individual and society; the basic values and teaching of life; examination of primary school religious culture and moral education program; acquisitions, content, teaching approaches, evaluation of the learner. |
| **COURSE OBJECTIVES** | To provide the consciousness of the attitude of the student to the attitude of the religion, to give the correct information about the religion, to make them think objectively and socially on the collective minds and to raise awareness. In this context; the ability to think on its own, the critical mindset, the development of the ability to choose, the perception of religion in the framework of discovering the meaning of life, the ability to benefit from differences in understanding, and the integration of reason with reason. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | It gives students the knowledge and ability to teach the Religion Culture and Moral Education courses to the candidates who will be class teachers. |
| **COURSE OUTCOMES** | It learns the basic concepts of Islamic religion, basic knowledge in the fields of belief, worship and morality, knowing and understanding the life and behavior of Hz Muhammad and knowing and teaching them to primary school students and methods and techniques. |
| **TEXTBOOK** | Recai Doğan / Cemal Tosun: İlköğretim 4. ve 5. Sınıflar için Din Kültürü ve Ahlak Bilgisi Öğretimi. Ankara 2002. |
| OTHER REFERENCES |   |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Basic concepts in religious culture and moral education: concepts of religion culture-morality |
| 2 | Basic concepts in religious culture and moral education: concepts of religion culture-morality |
| 3 | Basic concepts in religious culture and moral education: concepts of religion culture-morality |
| 4 | Islam and other religions; belief concept: conditions of faith in Islamic religion, basic principles of Muslims |
| 5 | Islam and other religions; belief concept: conditions of faith in Islamic religion, basic principles of Muslims |
| 6 | Islam and other religions; belief concept: conditions of faith in Islamic religion, basic principles of Muslims |
| 7-8 | MID-TERM EXAM  |
| 9 | Worship: the concept of worship; principles of morality and morality about the individual and society |
| 10 | Worship: the concept of worship; principles of morality and morality about the individual and society |
| 11 | Basic values and teaching of life |
| 12 | Investigation of primary school religious culture and moral education program; acquisitions, content, teaching approaches, evaluation of the learner |
| 13 | Investigation of primary school religious culture and moral education program; acquisitions, content, teaching approaches, evaluation of the learner |
| 14 | Investigation of primary school religious culture and moral education program; acquisitions, content, teaching approaches, evaluation of the learner |
| 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. |

**Instructor(s):**   **Signature: Date:**

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| **SEMESTER** |  Spring |



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| **COURSE CODE** |  171416123 | **COURSE NAME** |  Mathematics Teaching-2 |

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| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| 3 | 3  | 0  | 0  | 3 | 4  | COMPULSORY (x ) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 |  40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   |  1 | 60 |
| **PREREQUIEITE(S)** |  |
| **COURSE DESCRIPTION** | Instruction of fractional numbers; instruction of decimal fractions (operations with decimal fractions); development of geometric thinking in children; instruction of geometry, instruction of measuring and dimensions (length, perimeter, area, volume, time measurements, weighing); instruction of data (tables and graphs); measurement and assessment in mathematics education(multiple measurement and assessment methods and techniques). |
| **COURSE OBJECTIVES** | The objective of this course is to teach objectives and principles of mathematics education, basic strategies and methods used in mathematics education to teacher candidate.  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |  |
| **COURSE OUTCOMES** | 1. To have knowledge about instruction of fractional numbers2. To have knowledge about instruction of decimal fractions3. To have knowledge about  development of geometric thinking in children4. To have knowledge about instruction of 2 and 3 dimensional geometry topics. 5. To have knowledge about instruction of measuring and dimensions.6. To have knowledge about instruction of data7.To have knowledge about  measurement and assessment in mathematics education |
| **TEXTBOOK** | *BAYKUL, Y. (2016). İlköğretimde Matematik Öğretimi (1-4. Sınıflar), 13. Baskı, Ankara: Pegem Yayıncılık* |
| **OTHER REFERENCES** | ALTUN, M. (2013). Eğitim Fakülteleri ve Sınıf Öğretmenleri İçin Matematik Öğretimi, Ankara: Aktüel YayıncılıkBAKİ, A. (2008). Kuramdan Uygulamaya Matematik Eğitimi, Ankara: Harf Eğitim YayıncılıkOLKUN, S., TOLUK UÇAR, Z. (2007). İlköğretimde Etkinlik Temelli Matematik Öğretimi, Ankara: Maya AkademiPESEN, C. (2006). Yapılandırmacı Öğrenme Yaklaşımına Göre Matematik Öğretimi, Ankara: Pegem A Yayıncılık |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Fractions and properties of fractions |
| 2 | Instruction of operations with fractional numbers  |
| 3 | Decimal fractions and properties of decimal fractions |
| 4 | Instruction of operations with decimal numbers  |
| 5 | Development of geometric thinking in children |
| 6 | Instruction of geometry |
| 7-8 | MID-TERM EXAM  |
| 9 | Teaching of measuring of length and area |
| 10 | Teaching of measuring liquid and volume |
| 11 | Teaching of measuring time and weight  |
| 12 | Teaching of data |
| 13 | Measurement in mathematics education  |
| 14 | Assessment and grading in mathematics education |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ID** | **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. |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** |  Spring |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171416122 | COURSE NAME | TEACHING SOCIAL STUDIES |

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| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| Theory | Practice | Labratory | Credit | ECTS | TYPE | LANGUAGE |
| 6 | 3 | 0 |  0 | 3 | 5 | COMPULSORY (X ) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() 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** | Social studies curriculum planning, teaching content editing applications. measurement and evaluation  |
| **COURSE OBJECTIVES** | Gain recognition and the ability to apply social studies program, teaching techniques and strategies to gain the ability to apply lessons of life information.  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Teacher candidates will be able to functionally teach social studies lessons in their future professional lives. |
| **COURSE OUTCOMES** | 1) Comprehend the aims and objectives of Social Studie2) Know about primary Social Studies Curriculum3) Gain knowledge and skills in the use of teaching methods and techniques in teaching Social Studies4) Learn about technological devices and other materials and develops skills in the use of these materials in Social Studies5) Comprehend the measurement and assessment procedures and processes in Social Studies. |
| **TEXTBOOK** | 1. TAY, B. ve ÖCAL, A. (ed). (2008). Özel Öğretim Yöntemleriyle Sosyal Bilgiler Öğretimi, Pegem Akademi Yayınları. 2. ÖZTÜRK, C. (2009). Sosyal Bilgiler Öğretimi. Pegem Akademi Yayınları. 3. YETKİN, D ve DAŞCAN, Ö. (2007). İlköğretim Programı Anı Yayıncılık.  |
| **OTHER REFERENCES** | 1. SAFRAN, M. (ed). (2009). Sosyal Bilgiler Öğretimi. Pegem Akademi Yayınları.  |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| **COURSE SYLLABUS** |
| **WEEK** | TOPICS  |
| 1 | Social Studies Curriculum   |
| 2 | Social Studies Curriculum   |
| 3 |  Cooperative learning   |
| 4 | Cooperative learning   |
| 5 | Teaching strategies  |
| 6 | Values education  |
| 7-8 | MID-TERM EXAM  |
| 9 | Teaching of thinking skills  |
| 10 | Concept development and teaching  |
| 11 | Time and space for teaching skills  |
| 12 | Computer-assisted teaching practices   |
| 13 | Teaching planning  |
| 14 | Measurement and Evaluation  |
| 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. |

**Instructor(s): Signature: Date:**

 **ESOGÜ Primary Education Department (Primary School Teaching)** **Course Information Form**

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| **SEMESTER** |  Fall |

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| **COURSE CODE** | 171417128 | **COURSE NAME** | Foreign Language Teaching in Primary School |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| VII | 3 | 0 | 0 | 3 | 5 | COMPULSORY ( X) ELECTIVE () | Türkçe |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term |  | 40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | None |
| **COURSE DESCRIPTION** | The purpose of teaching foreign language is to provide teaching basic rules of foreign language, enhanceing foreign language vocabulary, understending reading and listening foreign language and expressing orally or in writing. |
| **COURSE OBJECTIVES** |  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Candidate teachers reach information of social and professional life by knowing basic level a foreign language. |
| **COURSE OUTCOMES** | Candidate teachers understand different social issues by reading English. Candidate teachers gain abilities of reading, writing daily life’s issues. Candidate teachers gain ability of talking about themselves. |
| **TEXTBOOK** | Murphy, R. 2006; Essential Grammar In Use, Cambridge, Great Britain |
| **OTHER REFERENCES** |  Redston, C. 2006; Face2face Elementary Course Book, Cambridge, Great Britain |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Technique, strategies, and application at teaching Foreign Language Teaching in Primary School |
| 2 | Technique, strategies, and application at teaching Foreign Language Teaching in Primary School |
| 3 | Family and kinship relationships, emotions, Words learned with basic daily language functions such as greeting, introducing oneself, describing goods |
| 4 | Games and toys, Basic words related to colors, numbers, materials used in the class, animals, fruit, body and home furnishings |
| 5 | Housewares, city, vehicles, weather and nature |
| 6 |  Examination of the achievements and appropriate activity examples |
| 7-8 | MID-TERM EXAM  |
| 9 | Asking permission, asking and responding appropriately, specifying basic needs, giving simple commands, telling them they can and can not do it, |
| 10 | Talking about routine activities, activities we like and dislike about doing |
| 11 | Audiovisual and audiovisual materials |
| 12 | Audiovisual and audiovisual materials |
| 13 | Games, songs, animations |
| 14 | Games, songs, animations |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):**

**Signature**:  **Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** |  Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171417127 | **COURSE NAME** | Teaching music |

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| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
| 7 | 3 |  0 | 0  | 3 | 4  | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.( ) Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 | 40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (Practice) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Music teaching methods and techniques, note teaching techniques, arrangement of songs for children with orff instruments using rhythm and melody, effective use of songwriting in song teaching, music, dance, drama and speech relation, development of musical taste with music-aesthetic relation, related to other disciplines, activities related to primary music program. |
| **COURSE OBJECTIVES** | To develop the musical development of the child |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | To develop the musical development of the child |
| **COURSE OUTCOMES** | 1. He can recognize music items.2. Can perform listening, speaking and composing exercises.3. understand the historical development of music.4. Learn about foreign music cultures.5. Can improve music skills.6. Be able to comprehend instrument, voice and note education.7. Playable children's music can be played in accordance with the units. |
| **TEXTBOOK** |  Akkaş, Salih. Müzik Öğretimi Eğitim Fakülteleri ve Sınıf Öğretmenliği Bölümleri İçin. |
| OTHER REFERENCES |  Akkaş, Salih. Blokflüt ve Org İle Müzik Eğitimi.Akkaş, Salih. Blokflüt İle Müzik Eğitimi.Aydoğan, Salih; İLİK, A. Aydın. İlk Öğretim Okullarında Müzik.Coşkuner, İsa. Temel Musiki Bilgisi. Saygun, A. Adnan. Toplu Ses Eğitimi 1.Egüz, Saip. Müzik 1. Say, Ahmet. Müzik Tarihi. Say, Ahmet. Türkiyenin Müzik Atlası.Öztuna, Yılmaz. Büyük Türk Musikisi Ansiklopedisi I-II. Suna, Sezgin. Çocuk Şarkıları |
| **TOOLS AND EQUIPMENTS REQUIRED** | Music player, various music CDs, accessories and daily living tools |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Music teaching methods and techniques |
| 2 |   Music teaching methods and techniques |
| 3 |   Teaching techniques |
| 4 |   Organizing songs for orphans using rhythm and melody |
| 5 |   Effective use of songbird in song teaching |
| 6 |   Effective use of songbird in song teaching |
| 7-8 | MID-TERM EXAM  |
| 9 | Game, music, dance, drama and speech relation |
| 10 | Development of musical liking with music-aesthetic relation |
| 11 | Associating music lesson activities with other disciplines |
| 12 | Associating music lesson activities with other disciplines |
| 13 | Activities on primary music program |
| 14 | Activities on primary music program |
| 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. |

**Instructor(s):**   **Signature: Date:**

**ESOGÜ Primary Education Department (Primary School Teaching)** **Course Information Form**

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| **SEMESTER** |  Spring |

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| **COURSE CODE** | 171418133 | **COURSE NAME** | Visual Art Teaching |

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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 CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | Professional Know.( ) Content Know.() Gen. Know ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term | 1 | 40 |
| Quiz |  |  |
| Homework |  |  |
| Project |  |  |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | -There is no primairly prerequieite. |
| **COURSE DESCRIPTION** | Recognizing the functions of the mental and emotional aspects of education in the visual arts, graphic development stage to determine students' level of development, children's picture read, according to schedule painting, graphic design, textile design, architectural design and traditional design, drawing and drawing through the visual, auditory, and tactile difference in perception, learning, and development of creativity in the field of art. |
| **COURSE OBJECTIVES** | Understanding the importance of education and the necessity of Visual Arts. Knowing the properties of children's paintings by linear developmental steps. The teaching of Visual Arts in painting, graphic design, textile design, architectural design and traditional designs through the use of two-and three-dimensional contribute to the development of creativity |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Teacher candidates will be able to functionally teach visual arts lessons in their early career. |
| **COURSE OUTCOMES** | Comprehend the role and importance of art in human life.Develop artistic creativity.  The original thinking, develop the capacity to produce and test.To gain the technical knowledge and skills in formal words. |
| **TEXTBOOK** | Alakuş, A. O. (2009). Sanat eğitimi ve görsel sanatlar öğretimi. (Ed. A. O. Alakuş ve L. Mercin). Ankara: Pegem A Yayıncılık. |
| **OTHER REFERENCES** | Anderson, T. (2004). Why and how we make art, with implications for art education. Arts Education Policy Review,105(5), 31-38.Artut, K. (2004). Sanat eğitimi kuramları ve yöntemleri. Ankara: Anı Yayıncılık.Çakır İlhan, A. (2007). Okulöncesinde sanatlar eğitimi ve drama. Çocukta Yaratıcılık ve Drama.(ss.245-260). Öztürk, A. (Ed.). Eskişehir: Anadolu Üniversitesi AÖF Yayınları.Darıca, Nilüfer. (1993) "Okulöncesi Dönemde Sanat Eğitimi". 9. YA-PA Okulöncesi Eğitimi ve Yaygınlaştırılması Semineri. Ankara: YA-PA Yayınları.İşler, A. (2003). “Okulöncesinde Disipline Dayalı Sanat Eğitiminin Uygulanabilirliğinin Kuramsal Temelleri ve Çocuk Gelişimi Açısından Önemi,” Kazım Karabekir Eğitim Fakültesi Dergisi, 8; 35-54. |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Description and function of art, visual arts, education, definition and objectives, methods and techniques |
| 2 | The place and importance of art education in contemporary education, art education, elementary school children have brought |
| 3 | Recognizing the functions of visual arts education in the mental and emotional aspects of |
| 4 | Graphical development stage to determine students' level of development |
| 5 | Children's picture, reading, children have some common features seen in paintings |
| 6 | Creativity, the effect of the attitude and qualifications of teachers |
| 7-8 | MID-TERM EXAM  |
| 9 | According to schedule painting, graphic design, textile design, architectural design and traditional designdrawing a picture |
| 10 | drawing a picture |
| 11 | Drawing through the differentiation of audio-visual and tactile perception |
| 12 | Methods and techniques of visual art educationapplication |
| 13 | Applying |
| 14 | Learning and development of creativity in the field of art |
| 15-16 |  FINAL EXAM |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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

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| --- | --- | --- | --- |
| COURSE CODE | 171418132 | COURSE NAME | CHARACTER AND VALUE EDUCATİON |

|  |  |  |
| --- | --- | --- |
| SEMESTER | WEEKLY COURSE PERIOD | COURSE OF |
| Theory | Practice | Labratory | Credit | ECTS | TYPE | LANGUAGE |
| 8 | 2 | 0 |  0 | 2 | 3 | COMPULSORY (X ) ELECTIVE ( ) | Turkish |
| COURSE CATAGORY |
| **Professional Knowledge** | **Content Knowledge** | **General Knowledge**  | **Elective Course** |
|  | X |   | 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** | Conceptual framework: Character, personality / personality, value, virtue, morality, temperament, mood and etc .; character development and education; family, environment and school in character development and education; definition and classification of values; sources of values and individual, social, cultural, religious, moral bases; character andvalue education approaches and applications; culture of intercultural differentiation and coexistence in character and value education; character and value education in terms of educational philosophy and goals; character/teaching methods and techniques in value education; values crisis and education in modern and multicultural societies; value education in the human-cultural development process; History of Turkish education and culture Examples of values related to education, practice and research values education in Turkey; teacher as a role model in character and value education. |
| **COURSE OBJECTIVES** | To understand the historical foundations of education of values, the individual and social goals of values education and values education approaches |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Teacher candidates will be able to functionally teach lessons about value education in their future career. |
| **COURSE OUTCOMES** | 1. Explain the role of family and school in character and values education2. To be able to explain character and values education approaches3. Be able to explain the aims of character and values education4. Explain the theories that affect moral development5. To be able to analyze character and values education in terms of historical development6. To be able to comprehend moral and value relation in education |
| **TEXTBOOK** | Ekşi, H.; Katılmış A.(2016). Uygulama Örnekleriyle Değerler Eğitimi. Ankara. Nobel Yayıncılık.  |
| **OTHER REFERENCES** | Köylü, M.(2016). Teoriden Pratiğe değerler Eğitimi. Ankara: Nobel Yayıncılık UlusoyUlusoy, K.; Dilmaç, B. (2014) . Değerler Eğitimi . Ankara: Pegem Akademi |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| **COURSE SYLLABUS** |
| WEEK | TOPICS  |
| 1 | Values education, value, morality, character concepts |
| 2 | Objectives of values education |
| 3 | Moral development: psychoanalysis, behavioral moral development |
| 4 | Moral development: J. Dewey, Piaget Moral development, |
| 5 | Moral development: Kohlberg moral development |
| 6 | Factors affecting education: Family and School |
| 7 | Factors affecting the education of values: Society-Media |
| 8 | MID-TERM EXAM  |
| 9 | Value education approaches: Impressing values |
| 10 | Value education approaches: Explaining values |
| 11 | Value education approaches: the moral dilemma debate |
| 12 | Value education approaches: Value analysis |
| 13 | What to do in value education |
| 14 | The place of character and value education in primary school programs |
| 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. |

**Instructor(s): Assoc. Prof. Dr.** Hüseyin Anılan **Signature: Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** |   |

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| **COURSE CODE** | 171413122 | **COURSE NAME** | Disaster and Disaster Management |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
|  |  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 (Practice) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Disaster and risk concepts; disaster, reduction of risks and losses; disaster education and prevention; disaster preparedness, disaster response, disaster recovery; natural and human disasters; the effects of disasters on sustainable development; climate change and meteorological disasters; disaster mitigation activities in Turkey and the world; earthquake regulation, efficiency in disaster management; disaster management cycle, disaster terminology; coordination in disaster management, emergency and disaster coordination centers; ethical values in disaster management, project presentations. |
| **COURSE OBJECTIVES** | The aim of this course is to be able to take the necessary precautions for disaster and to gain disaster management ability to the teacher candidates. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | To be able to take precautions for the disasters that they may encounter in their professional life and to acquire the knowledge and skills necessary for their ability to fight disasters |
| **COURSE OUTCOMES** | Preparing for the afternoonDisaster struggleImproving DisastersReducing disaster damageDisaster management cycleDisaster terminologyCoordination in disaster managementEthical values in disaster management |
| **TEXTBOOK** |  Önder, Ö. ve Yaman, M. (Ed.) (2017). Afet yönetimi, Ekin Basım Yayın |
| OTHER REFERENCES |  Özdikmen, T. (2014). Afet ve acil durum yönetimi. Seçkin Yayıncılık |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projector, speaker |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Disaster and risk concepts |
| 2 |   Reducing disaster, risk and harm |
| 3 |   Disaster education and its importance |
| 4 |   Disaster preparedness, disaster response, disaster recovery |
| 5 |   Natural and human disasters |
| 6 |   The effects of disasters on sustainable development |
| 7-8 | MIDTERM |
| 9 | Climate change and meteorological disasters |
| 10 | Disaster mitigation activities in Turkey and the world |
| 11 | Earthquake regulation, activity in disaster management |
| 12 | Disaster management cycle, disaster terminology |
| 13 | Disaster management coordination, emergency and disaster coordination centers |
| 14 | Ethical values in disaster management, project presentations |
| 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. |

**Instructor(s):** Assoc. Prof. Dr. Hüseyin Anılan  **Signature: Date:**

**ESOGU Primary Education Department Primary School Teaching Program Course Informatıon Form**

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| **SEMESTER** |  |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171413123 | **COURSE NAME** |  Children’s Literature |

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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 | 1 | 15 |
| Project |  |  |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 45 |
| **PREREQUIEITE(S)** | There are no prerequites for this course |
| **COURSE DESCRIPTION** | The development of children's literature in the world and Turkey; the function of children's literature works in the education of sensitive, sensitive individuals who have acquired a culture of reading and preaching and reading through qualified children's books in childhood; the characteristics of the works of children's literature (design, content and educational); demonstration of unqualified children's books by examples and discussion of their negative effects on the developmental characteristics of children; prospective teachers should determine the appropriateness of children's books according to their age groups and the development of their children's development; to determine the contributions of various literary genres (epic, fairy tale, poem, story, novel, etc.) and linguistic tools (such as counting, rhyming, riddles etc.) to children's development. |
| **COURSE OBJECTIVES** | Be aware of the student's intellectual contribution to the development of literature,To understand the impact of socialization of the individual to develop the culture of reading, teacher candidates develop the culture of reading, increase awareness, teacher candidates who qualified for the kids introduce books, literary works, the properties qualified to teach. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Teacher candidates will be able to use this skill in their future professional life by giving reading culture and skills. |
| **COURSE OUTCOMES** | 1. Knows the concept of Children's Literature.2. Understands the relationship between child development and children's literature.3. Types, and can use them in children's literature knows how courses. |
| **TEXTBOOK** | OĞUZKAN, A.F. (2001). Çocuk edebiyatı. Ankara: .Anı Yayıncılık.  |
| **OTHER REFERENCES** | Arıcı, F. A. (2016). Çocuk Edebiyatı ve Kültürü. Ankara: Pegem  |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Definition of children's literature, nature, importance,An overview of the development of children's literature in the Turkish public,Children's literature, objectives |
| 2 | Types of Children's Literature: Fairy tales and examples |
| 3 | Legends and Examples |
| 4 | Dimensions of children's literature and history |
| 5 | Fables and legends |
| 6 | Nursery rhyme |
| 7-8 | MID-TERM EXAM  |
| 9 | Story, novel |
| 10 | Travel articles |
| 11 | Biography |
| 12 | Folklore and Folk Songs |
| 13 | Moment of Comics |
| 14 | Children's magazines and newspapers |
| 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. |

**Instructor(s):**

**Signature**: **Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** |   |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171414121 | **COURSE NAME** | Child Psychology |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
|  | 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 (Practice) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Basic concepts of child psychology, history and methods; prenatal development; development areas and characteristics of infancy; first childhood development areas and characteristics; development areas and characteristics of the last childhood; children in family structure; children in the school system; childhood adjustment and behavior problems; children with special needs. |
| **COURSE OBJECTIVES** | It is the recognition of the psychological characteristics of the children in the age group that the class teachers are interested in. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | To be able to contribute to the individual development of the students by educating the teachers who know the learner better. |
| **COURSE OUTCOMES** | Basic concepts of child psychology, history and methods; prenatal development; development areas and characteristics of infancy; first childhood development areas and characteristics; development areas and characteristics of the last childhood; children in family structure; children in the school system; childhood adjustment and behavior problems; to have information about children with special needs. |
| **TEXTBOOK** |  Yavuzer, H. (2016). Çocuk psikolojisi, Remzi Kitapevi |
| OTHER REFERENCES |  Altınköprü, T. (2015). Çocuk psikolojisi, Hayat yayınları |
| **TOOLS AND EQUIPMENTS REQUIRED** |  |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Basic concepts of child psychology |
| 2 | Basic concepts of child psychology, history and methods |
| 3 | Prenatal development |
| 4 | Development areas and characteristics of infancy |
| 5 | First childhood development areas and their characteristics |
| 6 | Recent childhood development areas and their characteristics |
| 7-8 | MID-TERM EXAM  |
| 9 | Children in the family structure |
| 10 | Children in the school system |
| 11 | Children in the school system |
| 12 | Childhood adjustment and behavior problems |
| 13 | Children with special needs |
| 14 | Evaluation at the end of the semester |
| 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. |

**Instructor(s):**  **Signature: Date:**



 **ESOGU Department of Elementary and Early Childhood Education Program, Elementary Education, Course Information Form**

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| **SEMESTER** |   |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171414122 | **COURSE NAME** | Traditional Children Games |

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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 |  | 40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | None |
| **COURSE DESCRIPTION** |  |
| **COURSE OBJECTIVES** | It is aimed that teacher candidates should have basic concepts and theories in the field of children's games. In addition, teacher candidates are provided with the opportunity to learn specific research methods and techniques for teaching children's games. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Candidate teachers reach information of social and professional life by knowing basic level a foreign language. |
| **COURSE OUTCOMES** | knowledge of basic concepts and theories in the field of children's games. It learns about children's games including various activities such as having fun, being discharged, evaluating time, imitating, cheering and being happy.Children's Games can learn and use research methods and techniques effectively. They have knowledge of history of children's games and can understand the place of Turkish children's plays in world children's games.Recognizes and uses written and oral sources of Turkish cultural history.It makes interdisciplinary studies using data obtained from different disciplines of social sciences in order to approach the cultural processes holistically.The formation that will be won over the examples about children's games can make a significant contribution to the child's level in the professional lifeAnalyze Turkish culture through literary texts.By enriching the readiness of traditional children's games, students will improve their ability to combine learning with the familiar games they hear.Analyze, discuss and develop new models in the field of applied folklore, analyzing social practices based on tradition, custom and folk beliefs.Using information and internet technologies to create, organize and share information in the field of Turkish children's games. |
| **TEXTBOOK** |  |
| **OTHER REFERENCES** | * Oğuz, Öcal. Türkiye’de 2004 Yılında Yaşayan Geleneksel Çocuk Oyunları, Ankara: THBMER Yayınları, 2005.
* Uçmaz, Veli. Geleneksel Çocuk Oyunlarımız, Ankara: Gençlik Hizmetleri Müdürlüğü Gençlik Hizmetleri daire Başkanlığı Yayınları, 2010.
* Özdemir, Nebi. Türk Çocuk Oyunları, Ankara: Akçağ, 2006.
* Kaya, Doğan. Çöm Çöm Çömbelek Sivas Çocuk Oyunları, İstanbul: Kitabevi, 2011.
 |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

|  |
| --- |
| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Meeting, discussion of mutual expectations and responsibilities, presentation of course content. |
| 2 | Player Human: Game Spirit and Game Concept |
| 3 | Local and Foreign Thoughts on Game Concept |
| 4 | Classification Studies of Turkish Children's Games and Examples of Applied Games |
| 5 | Classification Studies of Turkish Children's Games and Examples of Applied Games |
| 6 | What were the children in the Old World doing? A Fun History Reading: Game History and Game Examples |
| 7-8 | MID-TERM EXAM  |
| 9 | Children's Games and Toys of the 21st Century |
| 10 | Maintaining the Lost Traditional Children's Games: Sustainability and Traditional Children's Games |
| 11 | Maintaining the Lost Traditional Children's Games: Sustainability and Traditional Children's Games |
| 12 | Maintaining the Lost Traditional Children's Games: Sustainability and Traditional Children's Games |
| 13 | Make a selection from children's games that can be played in primary school |
| 14 | Planning Activities for Transferring The National Children’s Plays |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):**

**Signature**:  **Date:**



 **ESOGU Department of Elementary and Early Childhood Education Program, Elementary Education, Course Information Form**

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| **SEMESTER** |  |

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| --- | --- | --- | --- |
| **COURSE CODE** | 171415122 | **COURSE NAME** | Primary School Textbooks Analysis |

|  |  |  |
| --- | --- | --- |
| **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)** | - |
| **COURSE DESCRIPTION** | Pre-service teachers can understand the principles to be used in the selection and arrangement of course books in primary school; examine the textbooks used in practice according to program; examine the theories, approaches, philosophies, and program items (purpose, content, teaching-learning process, evaluation) which were adopted in program, and examine the textbooks in terms of the criteria (scientific language, content, and physical characteristics) |
| **COURSE OBJECTIVES** | The purpose of this course is to equip pre-service teachers with the ability of critically examining the textbooks used in primary schools and deciding about their appropriateness for program in terms of certain criteria. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |  |
| **COURSE OUTCOMES** | 1. To have knowledge about basic principles to be used in the selection and arrangement of course books.2. To examine the textbooks used in practice according to program 3. To have knowledge about the theories, approaches, philosophies, and program items (purpose, content, teaching-learning process, evaluation) which were adopted in program,4. To examine the textbooks in terms of the purpose, content, teaching-learning processes, and evaluation items.5. To have knowledge about the criteria to be considered in preparing the course book. |
| **TEXTBOOK** | Küçükahmet, L. (2016). *Konu Alanı Ders Kitabı İnceleme Kılavuzu*. Ankara: Nobel Akademik Yayıncılık |
| **OTHER REFERENCES** | Akbaba, B. (2013). *Konu Alanı Ders Kitabı İnceleme Kılavuzu Sosyal Bilgiler*. Ankara: Pegem Akademi Yayıncılık.Güçlü, N. (2001). *Konu Alanı Ders Kitabı İnceleme Kılavuzu-Hayat Bilgisi 1-3*. Ankara: Nobel Yayın Dağıtım.Duman, T. (2001). *Konu Alanı Ders Kitabı İnceleme Kılavuzu-Matematik 1-8*. Ankara: Nobel Akademik Yayıncılık |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Basic principles to be used in the selection and arrangement of course books |
| 2 | Primary school curricula |
| 3 | Primary school curricula |
| 4 | Theories, approaches, philosophies, and program items which were adopted in program |
| 5 | Theories, approaches, philosophies, and program items which were adopted in program |
| 6 | Objectives, content, teaching-learning processes, and evaluation items of textbooks |
| 7-8 | MID-TERM EXAM  |
| 9 | Objectives, content, teaching-learning processes, and evaluation items of textbooks |
| 10 | Analysis of textbooks |
| 11 | Analysis of textbooks |
| 12 | Analysis of textbooks |
| 13 | Designing a textbook part |
| 14 | Designing a textbook part |
| 15-16 |  FINAL EXAM |

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| **ID** | **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. |

**Instructor(s):**

**Signature**: **Date:**

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

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| **SEMESTER** |  |

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| **COURSE CODE** | 171415123 | **COURSE NAME** | Primary Curriculum |

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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 | 30 |
| Quiz |  |   |
| Homework | 1 | 20 |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 50 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Basic concepts of educational programs; the aims, objectives (behavioral goals, achievements), areas of primary school curricula; the philosophical, historical, psychological and social foundations of primary school curricula will be studied. |
| **COURSE OBJECTIVES** | To be able to comprehend basic concepts related to education and training programs, philosophical, historical, psychological and social foundations of primary education programs and analyze the reflection of past and present scientific and social events on primary school programs to the candidates of prospective teachers. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Candidate teachers will be able to functionally implement their curricula in their future professional lives by acquiring knowledge and skills related to the characteristics and implementation of primary school programs. |
| **COURSE OUTCOMES** | 1. Know basic concepts related to education and training programs. 2. Recognize day-to-day primary school curricula from the past. 3. Know the methods and techniques related to the application of instructional programs.4. Understand how to design and evaluate performance tasks and project assignments within the curriculum. |
| **TEXTBOOK** | Özçelik, D. A. (2014). Eğitim programları ve öğretim. Ankara: Pegem. |
| **OTHER REFERENCES** | MEB. (2018). İlkokul öğretim programları. Ankara: MEBDaşcan, Ö. (2018). 2018 İlkokul programı. 1-4 sınıflar. Ankara: Anı.  |
| **TOOLS AND EQUIPMENTS REQUIRED** |  Computer, projection, course materials. |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Basic concepts related to curriculum |
| 2 |  Historical and philosophical foundations of curriculum |
| 3 |  Methods and techniques used in curriculum |
| 4 | Methods and techniques used in curriculum |
| 5 |  Measurement and evaluation processes in curriculum |
| 6 |  Historical development of curriculum |
| 7-8 | MID-TERM EXAM  |
| 9 | Examination of Life Science Curriculum |
| 10 | Examination of Mathematics Curriculum |
| 11 | Examination of Science Curriculum |
| 12 | Examination of Turkish Curriculum |
| 13 | Examination of Human Rights Citizenship and Democracy Curriculum |
| 14 | Examination of Social Studies Course Curriculum |
| 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. |

**Instructor(s):**  **Signature: Date:**  **Date:**



 **ESOGU Department of Elementary and Early Childhood Education Program, Elementary Education, Course Information Form**

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| **SEMESTER** |   |

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| **COURSE CODE** | 171416125 | **COURSE NAME** | Alternative Education Practices in Primary School |

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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 ( ) |
|  |  |  X |  |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term |  | 40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | None |
| **COURSE DESCRIPTION** | Geographic affecting education in Turkey, social and economic factors, and rural roads meet the educational needs of children in scattered settlements; the advantages and disadvantages of transport education, transport education; boarding primary school districts, advantages and disadvantages of boarding primary schools; teaching in unified classroom, reasons leading to unified classroom, basic bases of teaching in unified classroom and teaching style, planning of teaching in unified classroom, classroom management and evaluation activities, tasks and responsibilities of teacher in unified classroom, teaching practices in united class in the world. |
| **COURSE OBJECTIVES** |  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Through this course, prospective teacher candidates reach their knowledge about alternative education practices in their social and professional life. |
| **COURSE OUTCOMES** | At the end of this course students will be able to;1. Explain basic concepts in regard to joint classes
2. Know legal basis of joint classes
3. Explain basic characteristics of instruction in joint classes
4. Analyze basic features of teaching-learning process in joint classes
5. Analyze how to plan teaching activities in joint classes
6. Explain basic principles of measurement and evaluation process
7. Explain duties and responsibilities of teachers in joint classes.
 |
| **TEXTBOOK** | *YAŞAR, Şefik ve diğerleri (2007). Birleştirilmiş sınıflarda öğretim (Ed. Mehmet GÜLTEKİN), Eskişehir: Anadolu Üniversitesi Yayınları* |
| **OTHER REFERENCES** | Samancı, O. (2016). Birleştirilmiş Sınıflarda Öğretim, Ankara: PegemA Yayıncılık.Köksal, K. (2005) Birleştirilmiş Sınıflarda Öğretim, Ankara: PegemA Yayıncılık. |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 |  General knowledge about course  |
| 2 |  Definition and scope of joint classes |
| 3 |  Basic basis of joint classes |
| 4 |  Management of teaching process in joint classes |
| 5 |  Teaching-learning process in joint classes |
| 6 |  Planning instruction at joint classes |
| 7-8 | MID-TERM EXAM  |
| 9 |  Measurement and evaluation at joint classes |
| 10 |  Teachers’ duties and responsibilities at joint classes |
| 11 |  Observation of joint classes at rural areas |
| 12 |  Observation of joint classes at rural areas |
| 13 |  Observation of joint classes at rural areas |
| 14 |  Observation of joint classes at rural areas |
| 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. |

**Instructor(s):**

**Signature**:

**ESOGÜ Primary Department**

**COURSE INFORMATION FORM**

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| **SEMESTER** |  |

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| **COURSE CODE** |  171416126 | **COURSE NAME** |  Inclusive Language Teaching |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
|  |  2 | 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** | **%** |
| 1st Mid-Term |  |  |
| 2nd Mid-Term |  |  |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report | 1 | %60 |
| Others ( ) |  |  |
| **FINAL EXAM** |   | 1 | %40 |
| **PREREQUIEITE(S)** | - |
| **COURSE DESCRIPTION** | Develop basic language skills of children who are identified with pre-knowledge at a different level than detectable mental / physical disabilities, different socio-economic segments and who do not have sufficient language skills for different reasons in the school / home setting; approaches, methods, techniques and applications used in the teaching and learning process of Turkish as a foreign language / second language to the children who are different from mother tongue and who come through migration |
| **COURSE OBJECTIVES** | Candidate who takes this course; learn to teach Turkish as a mother tongue, a foreign language and a second language to children who are different from socio-economic, cultural and sociological aspects, children who come through migration and mother tongue. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | This course; children from different socio-economic, cultural and sociological backgrounds, immigrant children and mother tongue contributes to the profession by teaching Turkish as a mother tongue, a foreign language and a second language. |
| **COURSE OUTCOMES** | After the teacher candidate has taken this lesson; children with different socio-economic, cultural and sociological backgrounds, immigrants and children with different mother tongue have the ability to teach Turkish with different strategies, methods and techniques. |
| **TEXTBOOK** | - Richard A Villa, Jacqueline S Thousand (1995), Creating an Inclusive School, ASCD Publishers |
| **OTHER REFERENCES** | - Semih AYTEKİN (2017) Sınıfında Yabancı Uyruklu Öğrenci Bulunan Öğretmenler İçin El Kitabı, MEB Yayınları- Foreign Language Teaching Textbooks- Cornell Thomas (2014) Inclusive Teaching: Presence in the Classroom: New Directions for Teaching, John Wiley & Sons Publishers- Peter Westwood (2013) Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the classroom, Routledge Publishers |
| **TOOLS AND EQUIPMENTS REQUIRED** | Writing Board, Projection, Sound System, Sample printed texts, images and videos, case studies |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| **1** | Features of inclusive teaching and inclusive teaching |
| **2** | Individual and cultural differences and needs in inclusive teaching process |
| **3** | Arrangement of learning environments (course and extra-curricular) for inclusive teaching |
| **4** | Strategies, methods and techniques and applications for inclusive teaching |
| **5** | Approximate teaching measurement and evaluation approaches |
| **6** | School, family and community business association in inclusive teaching |
| **7** | Preparing and implementing studies on language teaching activities enriched by students who have not achieved basic language skills in the absence of detectable mental / physical disability |
| **8** | Techniques, methods and activities related to how to teach reading and writing to children whose mother tongue is different |
| **9** | Preparing and implementing studies on language teaching activities enriched in students who have not attained basic language skills for studying at a different level than the different socio-economic groups |
| **10** | Teacher change, inability to adapt, inadequacy of home conditions, domestic violence and incompatibility. enlightened language learning activities for students who have not achieved basic language skills |
| **11** | Teaching Turkish as a foreign language to children coming through migration |
| **12** | Approaches, methods, techniques, practices used in teaching Turkish as a foreign language |
| **13** | Teaching Turkish as a second language to children coming through migration |
| **14** | Approaches, methods, techniques, practices used in the process of teaching Turkish as a second language. |
| **15,16** |  Semester final exam |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |

**Instructor(s):**

**Signature**:  **Date:**

**ESOGU Department of Elementary and Early Childhood Education Program, Elementary Education, Course Information Form**

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| **SEMESTER** |   |

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| **COURSE CODE** | 171417129 | **COURSE NAME** | Education of the children at risk |

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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 ( ) |
|  |  |  X |  |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
|  Mid-Term |  | 40 |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | None |
| **COURSE DESCRIPTION** |  |
| **COURSE OBJECTIVES** | To define the risk and its evidence, to develop an education program by depending on defining risk. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Candidate teachers reach information of social and professional life by knowing basic level a foreign language. |
| **COURSE OUTCOMES** | To be able to recognize the community in which they live.To be able to define risk factors in community.To be able to be aware of social, current, and societal problems. |
| **TEXTBOOK** |  |
| **OTHER REFERENCES** | Sokakta Yaşayan Çalışan Çocuklar Tespitler Ve Çözüm Örnekleri, Başbakanlık Aile Ve Sosyal Araştırmalar Genel Müdürlüğü 2004 Akbaş, T. , 2002. Çocuklara Yönelik Cinsel Tacizler ve Koruyucu Eğitim, Çukurova Üniversitesi Edebiyat Fakültesi Dergisi, cilt:2, Sayı:19,1-8 Argun, Y. , 2003, Çocuğun Duygusal İstismarı ve Yardımlar, Yaşadıkça Eğitim Dergisi, Sayı: 78, 31-35 Asma, T. 2002, Çocuk İhmali Ve İstismarının Hukukumuzdaki Yeri, Çoluk Çocuk Dergisi, Sayı: 15, 34 Çubukçu, Z. , 2004, Eğitim Kurumlarında Yaşanan Şiddet Olaylarının Çocuk Gelişimine Etkisi, Çoluk Çocuk Dergisi, Sayı: 43, 25 Dilbaz, N. ,2004 , Cinsel İstismar, Çoluk Çocuk Dergisi, Sayı: 38, 22-25 İzmirli, M. Sur, H., Polat, N. 2000, Çocuğa Karşı Dayak Olgusu ve Çocuk İstismarı, Çocuk Forumu Dergisi, Cilt:3, Sayı: 1, 37 |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| --- |
| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | What is risk? What are risk factors? |
| 2 | What is risk analysis? |
| 3 | Risk analysis homework preparation |
| 4 | What are the scales used for risk assessment? |
| 5 | Poverty and Children |
| 6 | Educational disadvantaged children |
| 7-8 | MID-TERM EXAM  |
| 9 | Parental involvement and children living in the institution |
| 10 | Children living on the street and protection |
| 11 | Domestic violence and child |
| 12 | Child abuse and neglect - Juvenile delinquency |
| 13 | Children at developmental risk |
| 14 | Critical issues in education, precautions to be taken, the projects implemented in Turkey and other countries for the education of children at risk. |
| 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. |

**Instructor(s):**

**Signature**:  **Date:**



 **ESOGU Department of Elementary and Early Childhood Education Program, Elementary Education, Course Information Form**

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| **SEMESTER** |   |

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| **COURSE CODE** |  171417130 | **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 ) |  |
| **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)** | 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 |
| **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** | Özçelik, D. A. (2013). Okullarda Ölçme ve Değerlendirme. Pegem Akademi |
| **OTHER REFERENCES** |  |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 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** |
| 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. |

**Instructor(s):**

 **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. |

**Instructor(s):** Assoc. Prof. Dr. Hüseyin Anılan  **Signature: Date:**  **Date:**

**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** |   |

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| **COURSE CODE** | 171418135 | **COURSE NAME** | Child and Education in Turkish Culture |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** |  |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** |  **TYPE OF COURSE** | **LANGUAGE OF COURSE** |
|  | 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 (Practice) |  |  |
| **FINAL EXAM** |   | 1 | 60 |
| **PREREQUIEITE(S)** | This course has no preliminary condition. |
| **COURSE DESCRIPTION** | Definition of culture; education and culture relation; place of cultures in child development and education; Development and characteristics of Turkish culture; Children in Turkish culture; The place and value of the child in the Turkish society and family, the education of the children in the day-to-day Turkish culture, features and elements will be processed. |
| **COURSE OBJECTIVES** | The aim of this course is to provide learners with information about children and education in Turkish culture. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Teacher candidates will be able to benefit from these relationships in child development and education by establishing a relationship with education and culture. |
| **COURSE OUTCOMES** | Recognition of Turkish cultureDevelopment and characteristics of Turkish culturePlace and value of the child in Turkish society and familyChild education in Turkish culture |
| **TEXTBOOK** |   |
| OTHER REFERENCES |   |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer, projector, speaker |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Definition of a culture |
| 2 | Definition of a culture |
| 3 | Education and culture relation |
| 4 | Education and culture relation |
| 5 | Cultural place in child development and education |
| 6 | Cultural place in child development and education |
| 7-8 | MID-TERM EXAM  |
| 9 | Development and characteristics of Turkish culture |
| 10 | Children in Turkish culture |
| 11 | Place and value of the child in Turkish society and family |
| 12 | Place and value of the child in Turkish society and family |
| 13 | Features and elements of child education in Turkish culture from day to day |
| 14 | Features and elements of child education in Turkish culture from day to day |
| 15-16 |  FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |

**Instructor(s):**  **Signature: Date:**