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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Early Childhood Education Approaches and Models |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | It includes topics on early childhood education approaches and models in the world and in Turkey, MEB Pre-School Education Programs, aims, principles and standards of early childhood education approaches and models, teacher role, child role, family participation, evaluation dimensions, current status of early childhood education approaches and models in various countries and in our country. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To ensure that students are informed about the principles and standards of early childhood education approaches and models, the role of the teacher and the child, how to ensure family participation, planning, implementation and evaluation processes and educational environments. It is also to guide them to make comparisons by examining different early childhood education approaches and models used in our country and around the world from different perspectives. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The students will be aware of the following topics: early childhood education approaches and models in the world and in Turkey, MEB Preschool Education Programs, the purpose, principles and standards of early childhood education approaches and models, the role of the teacher, the role of the child, family participation, evaluation dimensions, the current situation of early childhood education approaches and models in various countries and the situation in our country. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Knows the early childhood education approaches and models in the world and in Turkey.  2. Recognizes the preschool education programs implemented in Turkey.  3. Knows the purpose, principles and standards of early childhood education models and approaches.  4. Evaluates the teacher role and family participation dimensions of early childhood education approaches and models.  5. Compares the current situation of early childhood education approaches and models in various countries with the situation in our country. | | | | | | | |
| **TEXTBOOK** | | | | | Durmuşoğlu, M, C. (Ed.) (2021) . Geçmişten Günümüze Erken Çocukluk Eğitimi Yaklaşım ve Programlar (Basım sayısı:1,). Ed. M. C. Durmuşoğlu. | | | | | | | |
| **OTHER REFERENCES** | | | | | Asude Başal, H. (2019). Farklı ülkelerde karşılaştırmalı eğitim. Ankara: Nobel Yayıncılık.  Abbott, L., Nutbrown, C. (2001). Experiencing Reggio Emilia: Implications for Pre-School Provision. Philadelphia, PA: Open University Press.  Akman, B. Durmuşoğlu, M. C. (2019). Overview of early childhood education (Turkey). Bloomsbury education and childhood studies (Basım sayısı:1) içinde. Y. Eryaman & M. Waniganayake (Eds). ISBN:978147420943030.  Aktan, A.E. ve Çetin, H.(2023) . Erken Çocukluk Eğitimi Mozaiği, Büyük Düşünceler/Fikirler, Modeller ve Yaklaşımlar, Aktan Acar E., Editör, 5.Baskı, Ankara:Nobel Akademik Yayıncılık.  Dodge, D. T., Colker, L. J. ve Heroman, C. (2002) The Creative Curriculum For Preschool. 4th Edition, Teaching Strategies Publishing, USA.  Durmuşoğlu, M, C. (Ed.) (2021) . Geçmişten Günümüze Erken Çocukluk Eğitimi Yaklaşım ve Programlar (Basım sayısı:1,). Ed. M. C. Durmuşoğlu. Sayfa Sayısı 552. Ankara: HEDEF CS BASIN YAYIN, ISBN:978-625-7965-27-9.  Early Childhood Learning and Knowledge Centre (2018). Early Head Start programs. https://eclkc.ohs.acf.hhs.gov/programs/article/early-head-start-programs adresinden erişildi.  Goffin, Stacie & Wilson, Catherine. (2001). Curriculum Models and Early Childhood Education: Appraising the Relationship, (2nd Edition). Columbus, OH: Merrill/PrenticeHall  Güler, T. ve Yaltırık, İ. (2011).Erken Çocukluk Eğitiminde İlk Yıllar Programının Öğretmen Görüşleri İle İncelenmesi?, Eğitim ve Bilim, 36 (160), 266-280.  Haktanır, G., Dağlıoğlu, E. ve Güler, T. (2010). Türkiye' de Okul Öncesi Eğitimin Durumu. Yayınlanmamış Unesco Ülke Raporu. Ankara.  Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2019). Gelişime Uygun Eğitim Programı-Erken Çocukluk Eğitiminde En İyi Uygulamalar ?Kolektif, Nobel Akademik Yayıncılık(1. Baskı), Ankara.  Nobel Akademik Yayıncılık.  Krogh, S., & Slentz, K. L. (2001). The early childhood curriculum. Mahwah, NJ: L. Erlbaum Associates | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Early childhood education approaches and models in the world and in Turkey - MEB Preschool Education Programs |
| 2 | Program Approaches in Early Childhood Education (High Scope, Head Start) Preschool Education program comparison |
| 3 | Comparison of Program Approaches in Early Childhood Education (Montessori) and Preschool Education Program |
| 4 | Comparison of Program Approaches (Waldorf) and Preschool Education Program |
| 5 | Program Yaklaşımları (Reggio Emilio) ve Okul Öncesi Eğitim programı karşılaştırması |
| 6 | Program Approaches (Reggio Emilia) and Preschool Education program comparison |
| 7-8 |  |
| 9 | Comparison of Bankstreet Approach and Preschool Education Program in Early Childhood Education, |
| 10 | Program Approaches (Pyramid Method) and Preschool Education program comparison,  Program Approaches (Creative Curriculum) and Preschool Education program comparison  Program Approaches (Homeschool) Approach and Preschool Education program comparison |
| 11 | Comparison of the Netherlands Opstap (Hand in Hand) Program and the Forest School Approach Pre-Education Program and the Pre-School Education Program |
| 12 | Kamii –DeVries Constructivist Approach and application examples in preschool education, Jenaplan Schools and application examples in preschool education Preschool Education program comparison |
| 13 | Decroly System and application examples in preschool education, Freinet Pedagogy and application examples in preschool education and Preschool Education program comparison |
| 14 | Presentations |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | Contemporary Development Theories in Early Childhood Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Examination and history of human development, Darwin's Effect on Developmental Psychology, What is theory? What is developmental theory? The value of developmental theory. Classification of developmental theories, comparison of developmental theories according to developmental areas, Rousseau, Stanley Hall, Gesell, Benjamin Spoke, Alfred Spoke, Alferd Adler, Psychoanalytic theories, Cognitive structural theories, Cognitive approaches, Behaviorist approaches, social learning theory, Social learning theory., Interpersonal. relationships, gestalt approach, multiple intelligence approach, Psycholinguistic approach., Information processing theory., Ethological theory (Konrad Lorenz) Ecological Theory (Bronfenbrenner), Humanistic Approach., Evaluation. Every theory about development tries to explain human development from a certain perspective. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to try to understand humans from a holistic perspective in the light of various theories. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Each theory on development attempts to explain human development from a specific perspective. This course aims to enable students to understand humans from a holistic perspective in the light of various theories. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Develops examples of how to use each theory in preschool education.  2 Establishes a connection between development and learning theories.  3 Explains learning theories and the characteristics of these theories.  4 Explains development theories and the characteristics of these theories.  5 Expresses basic concepts related to development. | | | | | | | |
| **TEXTBOOK** | | | | | Berk, Laura. E. (1997). Child Development, Alliyn and Bacon Publishing. Fourth Edition. | | | | | | | |
| **OTHER REFERENCES** | | | | | Catron, Carol. E. Jan, Ailen. (1993). Theories of Developmantal Psychology, Third Edition, Prentice Hail Press.  Papalia, Diana. E. Sally Wendkos. (1979). A Child World, Mc Gfaw-Hill Book Company.  Landreth Catharne, (1967). Early Childhood Behavior and Learning, Second Edition.  Stephan, Jay Sould. (1977). Darwin ve Sonrası, Tübitak Yayınları.  Santrock, John. (1977). Life-Span Development, Brown Benchmark Pulishers.  Fisher, Celia B. Richard M. Lerner, (1994). Applied Deveopmantal Psychology, Mc Grow Hill.  Santrock, John. W. (1997). Children, Fifth Edition. Brown Bencmark Publishing.  William, Crain. (1982). Theories of Developmental Concepts and Aplications, Prentice Hail.  William, Crain. (1982). Theories of Developmental Psyhology, Third Edition, Prentice Hail. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Examination and history of human development, Darwin's Effect on Developmental Psychology. |
| 2 | What is theory? What is developmental theory? The value of developmental theory. Classification of developmental theories, comparison of developmental theories according to developmental areas. |
| 3 | Rousseau, Stanley Hall, Gesell, Benjamin Spoke, Alfred Spoke, Alferd Adler. |
| 4 | Psychoanalytic theories. |
| 5 | Cognitive structuralist theories.Cognitive approaches. |
| 6 | Behaviorist approaches, social learning theory. |
| 7-8 |  |
| 9 | Interpersonal relationships, gestalt approach, multiple intelligence approach. |
| 10 | Psycholinguistic approach. |
| 11 | Information processing theory. |
| 12 | Ethological theory (Konrad Lorenz) Ecological Theory (Bronfenbrenner) |
| 13 | Humanistic Approach. |
| 14 | Presentations |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Scientific Research and Publication Ethics in Early Childhood Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Within the framework of research on Early Childhood; scientific research and scientific research process, scientific research paradigms, evaluating research methods, research ethics, publication ethics, understanding theoretical and conceptual knowledge on quantitative, qualitative and mixed research methods, developing a research proposal, implementing a developed proposal, advanced research design techniques and related statistics and reporting topics are included. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to examine the research process conducted with children (determining the research problem, collecting data, analyzing data, and interpreting the results), to review certain research methods, and to ensure that students learn the techniques of literature review, data collection, data evaluation, and research report preparation necessary for conducting research on a specific topic related to early childhood education. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students are expected to examine the research process conducted with children (problem identification, data collection, data analysis, and interpretation of results), review certain research methods, and understand the ethical principles that students should follow when conducting research on a specific topic related to early childhood education and create research proposals. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Explains basic concepts, terms and definitions related to scientific research  2. Recognizes and compares different scientific research methods and techniques.  3. Distinguishes data according to the purpose and types of research. Explains the principles of preparing a research report.  4. Evaluates ethical issues encountered in research.  5. Recognizes data collection methods used in studies conducted with children.  6. Plans the processes for preparing a research project proposal related to early childhood and creates a research project proposal. | | | | | | | |
| **TEXTBOOK** | | | | | APA (2005), APA style publication manual. (5th Ed.), New York: APA | | | | | | | |
| **OTHER REFERENCES** | | | | | - Creswell, J. W. (2012). Educational research. Pearson.  - Büyüköztürk, Ş. Kılıç, E., Akgün, Ö. E., Karadeniz, Ş. & Demirel, F. (2011). Bilimsel araştırma yöntemleri. Ankara: Pegem Akademi Yayıncılık.  -Mukherji, P. & Albon, D. (2010). Research methods in early childhood education: an introductory guide. London: Sage Publications.  - Yıldırım, A. Ve Şimşek, H. (2008). Sosyal bilimlerde nitel araştırma yöntemleri. (6. Baskı). Ankara: Seçkin Yayınevi.  - Fraenkel, J. R and Wallen, N. E. (2008). How to design and evaluate research in education. (7th Ed.). Boston: McGraw Hill. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Preparing Scientific Reports a) Article types b) Features of a scientific text c) General rules for scientific texts d) Citing references e) Reference List |
| 2 | Basics of Scientific Research a) Research types b) Quantitative and Qualitative methods c) Stages of research process d) Ethics in Research |
| 3 | Identification of the Problem a) Research problem b) Research topic c) Literature review d) 4N1K model |
| 4 | Ethic in Research and Publication Ethical Issues in Early Years Reserach |
| 5 | Sampling a) Population b) Sample and Sampling c) Sampling methods d) Sample size e) Basic Concepts |
| 6 | Quantitative Methods a) Experimental Designs b) Single-subject design |
| 7-8 |  |
| 9 | Qualitative Research a) Phenomenology, Case Study b) Ethnography, Grounded Theory |
| 10 | Comparison of Quantitative and Qualitative Methods |
| 11 | Action research |
| 12 | Mixed Methods Design |
| 13 | Ethic in research and publication |
| 14 | Presentations |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Seminar |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | |  |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | | 1 | | 30 |
| Report | | | | | 1 | | 30 |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, students prepare a study using the scientific method on a problem they determined together with the instructor in charge of the course and share their work in the classroom. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to enable students to gain the skills of accessing scientific data, using data, making evaluations and preparing presentations in order to solve a problem related to their field before moving on to the thesis stage. In line with this purpose, the research conducted in the world and in Turkey in the field of higher education is examined, the paradigmatic and theoretical foundations on which educational research is based, research methods and techniques used in research, the classification of research related to higher education, the subjects and themes addressed in higher education, the criticism of some selected research related to higher education in terms of theoretical foundations, methods and results, and the student's ability to design and present an original research. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course, students will be able to;  1. Identify a problem related to their field.  2. Use the scientific process effectively.  3. Develop alternative solutions to the problem in question.  4. Write a scientific report.  5. Present a research report effectively. | | | | | | | |
| **TEXTBOOK** | | | | | APA (2009). Amerikan psikoloji derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Current developments and issues in the field |
| 2 | Determining the problem status |
| 3 | Literature review |
| 4 | Preparing a research proposal |
| 5 | Data collection |
| 6 | Data collection |
| 7-8 |  |
| 9 | Data analysis |
| 10 | Data analysis |
| 11 | Findings |
| 12 | Discussion and recommendations |
| 13 | Writing a research report |
| 14 | Presentation of a research report |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | Problems of Preschool Education in Turkey |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | General problems of preschool education, physical conditions in preschool education, teacher training, implemented programs, problems encountered in the context of family and society, scientific solution suggestions for these problems. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | It is aimed for students to identify the problems encountered in pre-school education and to develop solution suggestions for the problems by using the scientific process and research skills. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students are expected to find scientific solutions to the problems they encounter in their professional lives. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.Determines the problems of preschool education in the Turkish education system from past to present.  2. Gains knowledge about the problems encountered in different contexts in preschool education.  3. Realizes the current problems encountered in preschool education in the world.  4.Produces scientific solutions to preschool education problems. | | | | | | | |
| **TEXTBOOK** | | | | | Oktay, A. ve Unutkan, P. Ö. (2005). Okul öncesi eğitimde güncel konular. Morpa yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Kana, F. ve Beler, H. (2023). Eğitimde güncel araştırmalar I. Holistence publications  Güven, B. ve Kırat, E. (2022). Temel eğitimde güncel araştırmalar (nitel çalışma örnekleri). Holistence publications | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Historical development of preschool |
| 2 | An overview of the problems of preschool education |
| 3 | Problems experienced in the context of physical conditions in pre-school education |
| 4 | Problems experienced in the family context in preschool education |
| 5 | Problems experienced in the context of students in preschool education |
| 6 | Problems experienced in the context of teachers in preschool education |
| 7-8 |  |
| 9 | Problems encountered in the context of teacher training in preschool education |
| 10 | Problems experienced in the context of curriculum in preschool education |
| 11 | Administrative problems in preschool education |
| 12 | Problems in preschool education in the world I |
| 13 | Problems in preschool education in the world II |
| 14 | Review of related studies in the literature |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Special Topics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| IV | 3 | | 0 | 0 | | | 3 | 5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 50 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, students will learn the Specialization Field Course, which is a preparatory course that guides graduate students in their thesis work and provides them with knowledge, skills and attitudes regarding the doctoral thesis; and is different from the content of the compulsory and elective courses in the graduate program that the student is taking. The content of this course includes determining the problem and research topic for the doctoral thesis, revealing the purpose and importance of the study, guiding processes for determining the method, creating a bibliography of the study and, in addition to all the descriptive items mentioned, information on the draft plan envisaged in writing the thesis study and a work plan. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to examine and discuss new developments and publications in the subjects of students who are continuing their thesis studies. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course, students will be able to;1. Being able to determine the problem situation and define it with its theoretical and/or social dimensions,  2. Being able to establish a relationship between the subject of the research and the defined problem situation,  3. Being able to understand the purpose of the study and explain its importance,  4. Being able to conduct a literature review and determine the appropriate method for the problem situation,  5. Being able to create a draft plan for the estimated course of the research within the scope of the thesis proposal. | | | | | | | |
| **TEXTBOOK** | | | | | Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi.  Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık.  Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık.  Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık.  Marshall, C. ve Rossman G. (1989). Designing qualitive research. London: Sage Publications.  Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc.  Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Thesis topic research |
| 2 | Literature follow-up on the subject |
| 3 | Evaluation |
| 4 | Preparation and presentation of report |
| 5 | Literature follow-up |
| 6 | Article review |
| 7-8 |  |
| 9 | Source review |
| 10 | Evaluation |
| 11 | Literature follow-up |
| 12 | Article review |
| 13 | Evaluation |
| 14 | Preparation and presentation of report |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Master's Degree Course |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| IV |  | | 1 | 0 | | | 0 | 25 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 50 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The content of this course includes determining the problem and research topic for the master's thesis, revealing the purpose and importance of the study, guiding processes for determining the method, creating a working bibliography, and in addition to all the descriptive items mentioned, information on the draft plan envisaged in writing the thesis and a work plan. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To guide graduate students in their thesis work and to ensure that the student gains knowledge, skills and attitudes regarding the master's thesis. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | |  | | | | | | | |
| **TEXTBOOK** | | | | | At the end of this course, students will be able to:  1. Choose a problem situation and define it in terms of theoretical or social implications  2. Understand the relationship between the research topic and the research problem  3. Understand and explain the importance and purpose of the research  4. Choose one of the appropriate methods dedicated to the research problem and search the literature  5. Prepare an initial draft plan in the context of the thesis proposal regarding the estimated general status of the studyBüyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi.  Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık.  Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık.  Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık.  Marshall, C. ve Rossman G. (1989). Designing qualitive research. London: Sage Publications. | | | | | | | |
| **OTHER REFERENCES** | | | | | Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc.  Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic Principles of Educational Research |
| 2 | Problem/Purpose |
| 3 | Literature Review |
| 4 | Qualitative and Quantitative Research Designs |
| 5 | Sampling |
| 6 | Experimental research |
| 7-8 |  |
| 9 | Survey research – Correlational research |
| 10 | Causal research |
| 11 | Qualitative and Quantitative Measurement |
| 12 | Quantitative data analysis |
| 13 | Writing the Research Report |
| 14 | Evaluation of the course |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

|  |  |
| --- | --- |
|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | Master's Degree Course |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| III |  | | 1 | 0 | | | 0 | 25 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 50 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The content of this course includes determining the problem and research topic for the master's thesis, revealing the purpose and importance of the study, guiding processes for determining the method, creating a working bibliography, and in addition to all the descriptive items mentioned, information on the draft plan envisaged in writing the thesis and a work plan. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To guide graduate students in their thesis work and to ensure that the student gains knowledge, skills and attitudes regarding the master's thesis. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | |  | | | | | | | |
| **TEXTBOOK** | | | | | At the end of this course, students will be able to:  1. Choose a problem situation and define it in terms of theoretical or social implications  2. Understand the relationship between the research topic and the research problem  3. Understand and explain the importance and purpose of the research  4. Choose one of the appropriate methods dedicated to the research problem and search the literature  5. Prepare an initial draft plan in the context of the thesis proposal regarding the estimated general status of the studyBüyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi.  Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık.  Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık.  Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık.  Marshall, C. ve Rossman G. (1989). Designing qualitive research. London: Sage Publications. | | | | | | | |
| **OTHER REFERENCES** | | | | | Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc.  Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic Principles of Educational Research |
| 2 | Problem/Purpose |
| 3 | Literature Review |
| 4 | Qualitative and Quantitative Research Designs |
| 5 | Sampling |
| 6 | Experimental research |
| 7-8 |  |
| 9 | Survey research – Correlational research |
| 10 | Causal research |
| 11 | Qualitative and Quantitative Measurement |
| 12 | Quantitative data analysis |
| 13 | Writing the Research Report |
| 14 | Evaluation of the course |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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

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| **COURSE CODE** |  | **COURSE NAME** | Family Participation and Family Education Models |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The importance of family involvement in the education and development of young children; familiarity with research on the importance of collaboration between teachers, families and schools; the impact of family involvement, education and relationships on all areas of development of young children; effective communication methods with the family and other family members that are influential in the development of the child. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to be able to realize the importance of families as the primary and first educators of children, to increase the skills of working with families and to be able to help meet the needs of families who are in constant change with society through social services. To be able to understand the importance of family participation, how to support families and effective communication approaches with families. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | With this course, students develop the skills to realize the importance of families as the primary and first educators of children, to increase their ability to work with families and to help meet the needs of families whose changes in society continue through social services, to understand the importance of family participation, how to support families and effective communication approaches with families. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Understand parenting styles and how to best meet families' needs.  2. Understand the values that make a family strong and determine how to establish a strong bond with each family member.  3. Understand the role of the preschool educator in helping families in today's changing world. Increase communication skills to establish effective relationships with families.  4. Know and recommend appropriate community support and resources to help families.  5. Identify the importance of community services.  6. Reflect on the connections between personal experiences, practices and theories related to family, community and school relationships.  7. Develop awareness of individual differences among children, families and friends. | | | | | | | |
| **TEXTBOOK** | | | | | Arnas Aktaş, Y. (2016). Aile eğitimi ve okul öncesinde aile katılımı. Ankara: Vize Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | Baltaş, A. (2009). Ana-baba el kitabı. İstanbul: Remzi Kitapevi.  Bayraklı, H. & Sucuoglu, B. (2018). Okul O?ncesinde Kaynas?tırma: Aile Eg?itimi, Pegem Akademi, Ankara.  Beaty, Janice J. (2000). Skills for preschool teachers. Upper Saddle River, N.J.: Merrill.  Blazer, C. (2005). Literature Review on Family Involvement: The Home-School Partnership. https://drs.dadeschools.net/AdditionalReports/Family%20Involvement.pdf  Cavkaytar, A., Ardıç, A., Özbey, F., Sönmez, M., Özdemir, O. ve Aksoy, V. (2010). Özel Eğitimde Aile Eğitimi ve Rehberliği. (Ed. Atilla Cavkaytar). Ankara: Maya Akademi.  Çağdaş, A.ve Seçer,Z. Ş. (2011). Anne-Baba Eğitimi. (pp. 49-67.) Ankara: Eğiten Kitap.  Epstein, J. L. And Associates, (2019). Okul, Aile ve Toplum İş Birliği. (çev. Çiğdem  Apaydın). Pegem Akademi: Ankara.  Gordon,T. (2009). Etkili Anne-Baba Eğitiminde Uygulamalar. (Çev. Hale Vardar). İstanbul: Profil Yayıncılık.  Knowles, M. S., Holton, E. F. & Swanson, R. A. (2015). Yetişkin Eğitimi. Kaktüs  Psikoloji: İstanbul.  National Association for the Education of Young Children (NAEYC), Family Engagement\_ https://www.naeyc.org/resources/topics/family-engagement  T.C. Millî Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü (2013). Okul Öncesi Eğitim Programı ile Bütünleştirilmiş Aile Destek Eğitim Rehberi (OBADER)  T.C. Millî Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü (2013). 0-36 Ay Çocukları İçin  Eğitim Programı ile Bütünleştirilmiş Aile Destek Eğitim Rehberi (EBADER)  Stites, M. & Scully, P. & Roberts-King, H. & Barbour, C. (2019). Families, Schools, and Communities: Building Partnerships for Educating Children. Pearson.  Temel, Z. F. (2019). Aile Eğitimi ve Erken Çocukluk Eğitiminde Aile Katılım Çalışmaları. (5. Baskı) Ankara: Anı Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of family, historical development and family types,  The place and importance of family in preschool education, |
| 2 | Being a parent and parenting attitudes, families with special needs children, |
| 3 | Family theories, family education models, |
| 4 | Family participation in preschool education programs, parent education, |
| 5 | Family education programs implemented in Turkey, |
| 6 | Parent education and family participation in the world, |
| 7-8 |  |
| 9 | Learning activities at home and outside the home. |
| 10 | Comparison of family education practices in Turkey and the world, |
| 11 | Methods and techniques used in family education, |
| 12 | Ethical rules and laws in family education/importance of school-family cooperation in family education, |
| 13 | Planning, implementation and evaluation of family education activities,  Preparation, implementation and evaluation studies of family education activities, |
| 14 | Monitoring and evaluation studies of sample family education programs. |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | FALL |

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| **COURSE CODE** |  | **COURSE NAME** | Language Development in Early Childhood and Education of Bilingual Children in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Language development, components of language, theories of language development, stages of language use, factors affecting language development, strategies to support language development, speech, language and communication relationship, language and brain relationship, components of language, language acquisition approaches and theories, phonology, syntax, semantics, development of pragmatics, disruption of language development, delayed speech, developmental support for speech and language disorders, supporting families in language development, development of language skills of monolingual children, language acquisition in children, bilingualism and cognition, theories about bilingualism, acquisition of mother tongue of bilingual children, acquisition of second language, factors affecting the acquisition of second language, multilingualism, problems of bilingual individuals, types of bilingualism, developmental process seen in the acquisition of languages simultaneously / sequentially, educational models used in the education of bilinguals, teaching strategies for the acquisition of second language and suggestions to families and teachers, bilingual education program features, school life stories of bilingual children, bilingual education program examples applied in the world, bilingualism and special education, language components assessment tools and methods. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To comprehend the basic components of language development in early childhood, theories and strategies that support language development.  To understand the language development processes of monolingual and bilingual children and to develop teaching strategies to support these processes.  To have knowledge about bilingual children's mother tongue and second language acquisition and to analyze the factors affecting this acquisition.  To encourage them to recognize the problems that bilingual children may encounter in language development and to design intervention programs for these problems.  To gain competence in developing teaching models by analyzing national and international education programs for bilingual education.  To emphasize the role of families, teachers and school environment in language development and to contribute to the development of school-family cooperation process in this context. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course provides teachers with comprehensive knowledge and practical skills in language development, bilingual education and multilingualism. Teachers can better manage the language acquisition process of monolingual and bilingual children by designing activities that support language development. In addition, teachers will develop the ability to recognize language developmental disruptions and intervene in problems such as delayed speech. This course enables teachers to be sensitive to the needs of bilingual children, to gain knowledge about multilingualism policies and to gain a critical perspective on educational models implemented around the world. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1) Explains the components of language development (phonology, syntax, semantics, pragmatics) and theories of language development.  2) Develop strategies that support language development and integrate these strategies into teaching processes.  3) Compare the language development process of monolingual and bilingual children and analyze theories related to bilingualism.  4) Identifies the problems related to the mother tongue and second language acquisition processes of bilingual children and designs intervention strategies for these problems.  5) Analyzes national and international models of bilingual education and integrates them into early childhood education.  6) Evaluates developmental problems such as delayed speech, speech disorders and language disorders and offers solutions.  7) Recognizes the assessment tools used in bilingual education and gains the ability to apply these tools.  8) Understands the importance of school-family cooperation in the education of bilingual children and offers suggestions to families for language development.  9) Designs appropriate language development activities, teaching strategies and educational programs for bilingual children. | | | | | | | |
| **TEXTBOOK** | | | | | Baker, C. (2011). Foundations of Bilingual Education and Bilinguals (5th edition). Multilingual Matters. Tonawanda, N.Y. | | | | | | | |
| **OTHER REFERENCES** | | | | | Meacham, A. N. (2006). Language learning and the internationally adopted child. Early Childhood Education Journal, 34, 73-79.  Diken, İ. H. (2012). Erken çocukluk döneminde dil becerilerini geliştirme. Maya Akademi.  Temel, F. (2014). Erken çocuklukta dil edinimi. Ankara: Vize Yayıncılık  Topbaş, S. (2015). Dil ve kavram gelişimi. Pegem akademi yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Course Introduction and the Concept of Language Development |
| 2 | Theories Explaining Language Development |
| 3 | Processes of Language Development in Monolingual Children |
| 4 | Concepts of Bilingualism and Multilingualism |
| 5 | Theories of Bilingualism and Language Acquisition Processes |
| 6 | Native and Second Language Development in Bilingual Children |
| 7-8 | Midterm |
| 9 | Language Disorders and Delayed Speech |
| 10 | Training Programs for the Education of Bilingual Children |
| 11 | Teaching Methods and Strategies Used in Bilingual Education |
| 12 | Designing Materials and Tools to Support Language Development |
| 13 | Designing Materials and Tools to Support Language Development |
| 14 | School-Family Cooperation and Suggestions for Families |
| 15-16 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | Education Statistics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts; statistics and their meanings, variables and types, scales and types. Descriptive statistics, measures of concentration to the center, measures of variation. Normal distribution and binomial distribution. Correlation, its meaning, types (Pearson, biserial, point-biserial, tetrachoric, rank differences) and calculation, partial and multiple correlation. Regression, linear regression.. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to understand the definition, purpose and types of statistics, to calculate and interpret descriptive statistical methods, and to know the types of correlation. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | With this course, students will be able to comprehend the definition, purpose and types of statistics, calculate and interpret descriptive statistical methods, and know the types of correlation. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Explains basic concepts related to statistics,  2. Organizes data obtained from a study,  3. Interprets statistical results in accordance with the purpose of the study. | | | | | | | |
| **TEXTBOOK** | | | | | Arıcı Hüsnü, İstatistik Yöntemler ve Uygulamalar, ANKARA, Meteksan Ltd. Şti. | | | | | | | |
| **OTHER REFERENCES** | | | | | Baykul Yaşar, İstatistik Metodlar ve Uygulamalar, ANKARA, Anı Yayıncılık 3. Baskı. 1999.  Freund, John E. ve Gary A. Simon Modern Elementary Statistics 8. baskı. Prentice-Hall International Editions,1992.  Gravetter, Frederick J. ve Larry B. Wallnau Statistics For The Behavioral Sciences, Second Edition, West Publishing Company, 1985.  Sümbüllüoğlu Kadir ve Vildan Sümbüllüoğlu, Biyoistatistik, ANKARA, Hatipoğlu Basım ve Yayım San. Ldt. Şti, 1998 | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts |
| 2 | Statistics and their meanings |
| 3 | Variables and their types |
| 4 | Scales and their types |
| 5 | Descriptive statistics |
| 6 | Central concentration measures  Central variation measures |
| 7-8 |  |
| 9 | Normal distribution and binomial distribution |
| 10 | Correlation, meaning, types |
| 11 | Pearson, biserial, point-biserial correlations and calculation |
| 12 | Tetrachoric, rank difference correlations and calculation |
| 13 | Partial and multiple correlation |
| 14 | RegressionLinear regression |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | Research Methods in Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The main purpose of this course is to examine the research process (problem determination, data collection, data analysis and interpretation of results), to review certain scientific research methods (experimental method, survey method, relational method etc.) and to ensure that students learn the techniques of finding literature, collecting data, evaluating data and writing reports required for conducting research on a specific subject. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To enable students to understand the educational research process (determining the problem they can research or the topic they are interested in that will contribute to the field, collecting and analyzing data and interpreting the results), to analyze different research methods, to apply research methods and to develop a research proposal. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To provide students with scientific process skills so that they can benefit from scientific research processes in solving problems they encounter in their professional lives. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.To develop their understanding of the role of research in science, especially in information management  2. To help them learn about the research process and methods.  3. To provide them with the ability to seriously analyze and evaluate research in the field of information management  4.To enable them to think systematically and apply analytical methods in solving problems in the field of information management  5.To teach them data collection, data analysis and evaluation techniques  6.To provide them with information about preparing a research proposal and research report | | | | | | | |
| **TEXTBOOK** | | | | | Tanrıöğen, A. (Ed.) (2011). Bilimsel araştırma yöntemleri. Ankara: Anı Yayıncılık.  Saban, A. ve Ersoy, A. (Ed.).(2019). Eğitimde nitel araştrıma desenleri. nı yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | Ekiz, D. (2007). Bilimsel araştırma yöntemleri. İstanbul: Lisans.  Karasar, N. (2000). Bilimsel araştırma yöntemi. Ankara: Nobel Yayın Dağıtım.  Kuş, E. (2003). Nicel ve nitel araştırma teknikleri. Ankara: Anı Yayıncılık.  Sümer, N.; Demirutku,K.; Özkan,T. (2005). Araştırma Teknikleri. İstanbul: Morpa Kültür Yayınları.  Yıldırım, A.;Şimşek, H. (2019). Sosyal Bilimlerde Nitel Araştırma Yöntemleri (5.basım). Ankara: Seçkin Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of science, its functions, basic characteristics. |
| 2 | Characteristics of scientific research, types, stages |
| 3 | Problem situation and problem statement in scientific research |
| 4 | Literature review in scientific research |
| 5 | Sampling in scientific research |
| 6 | Quantitative data collection tools in scientific research |
| 7-8 |  |
| 9 | Qualitative data collection tools in scientific research |
| 10 | Validity and reliability in scientific research |
| 11 | Quantitative research and its types |
| 12 | Qualitative research and its types |
| 13 | Writing rules in scientific research |
| 14 | Examining scientific articles and theses on the relevant field |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | FALL |

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| **COURSE CODE** |  | **COURSE NAME** | Sustainability and Environmental Education in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Environmental education is defined as an ethical and operational process that involves the development of knowledge, feelings, dispositions and skills related to the natural environment in early childhood. Today, environment and sustainability issues have an important place in every field, and it is understood that they have a critical value in early childhood, where the foundations of development are laid. In this context, there is a need for early childhood professionals to acquire advanced and deep knowledge on environmental education and sustainability. This course includes information about the role of the teacher, the educational environment and the program in environmental education in early childhood; evaluation of environmental education-based educational programs and practices, and skills to develop practices that support environmental education in preschool period and to examine research on environmental education and sustainability in our country and in the world. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To provide in-depth knowledge on environmental education and sustainability in early childhood.  To enable pre-service teachers to analyze educational programs based on environmental education and sustainability and to develop appropriate teaching materials for these programs.  To enable them to design appropriate strategies and teaching methods to promote environmentally sensitive behaviors in educational environments.  To gain the ability to analyze current research on environmental education and sustainability in our country and in the world and to integrate these researches into educational processes.  To ensure that prospective teachers gain awareness of the importance of environmental education and reach the capacity to lead in this regard. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course contributes to the adoption of an environmentally responsible approach in early childhood education by providing teachers with knowledge and skills in environmental education and sustainability. The course strengthens candidates' capacity to raise environmental awareness, integrate sustainability principles into the curriculum and provide environmentally responsible leadership in education. In this way, teachers are trained as qualified educators who embrace the basic principles of environmental education in early childhood. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1) Explains the concepts of environmental education and sustainability and the importance of these concepts in early childhood.  2) Analyzes the aims, principles and components of environmental education in early childhood.  3) Examines environmental education and sustainability-based education programs and develops strategies to adapt these programs to early childhood.  4) Designs learning environments and materials in accordance with the principles of environmental education and sustainability in early childhood.  5) Develop in-class activities and projects to encourage environmentally sensitive behaviors in children.  6) Examines national and international research on environmental education and sustainability and integrates the findings of this research into educational processes.  7) Designs innovative projects and applications related to environmental education in educational settings.  8) Gains professional knowledge and awareness about environmental education and sustainability, reflects this awareness to classroom management and teaching processes. | | | | | | | |
| **TEXTBOOK** | | | | | Kahriman Pamuk, Deniz ( 2019). Erken Çocukluk Döneminde Çevre  Eğitimi ve Sürdürebilirlik. Anı Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | Olgan, R. (2021). Erken Çocukluk Döneminde Çevre Eğitimi.  Pegem Yayınları.  Bayraktar, V. (2022) Erken Çocukluk Döneminde Çevre  Eğitim.i Lisans Yayıncılık.  Karadağ, A. P. ve Bayraktar, V. (2018). Erken Çocukluk  Döneminde Doğa Bilimleri ve Etkinlikleri. Eğiten Kitap  Gülay, H. (2010). Okul Öncesi Dönem Çocukları için Çevre  Eğitimi. Pegem Akademi Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Course Introduction and Environmental Education |
| 2 | The Concept of Sustainability and Its Place in Education |
| 3 | Objectives and Principles of Environmental Education in Early Childhood |
| 4 | Investigation of Education Programs Related to Environmental Education |
| 5 | Design of Materials for Environmental Education in the Educational Environment |
| 6 | Designing Learning Environments for Environmental Education |
| 7-8 | Midterm |
| 9 | Designing Classroom Activities with Environmental Education |
| 10 | Family Engagement in Sustainable Education |
| 11 | Eco-friendly School Culture and Green School Practices |
| 12 | National and International Research on Environmental Education and Sustainability |
| 13 | Evaluating the Effects of Environmental Education |
| 14 | Environmental Education and Sustainability Project Development |
| 15-16 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 19 |  |  |  |  |
| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

|  |  |
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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | SPRING |

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| **COURSE CODE** |  | **COURSE NAME** | Sustainability and Environmental Education in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Environmental education is defined as an ethical and operational process that involves the development of knowledge, feelings, dispositions and skills related to the natural environment in early childhood. Today, environment and sustainability issues have an important place in every field, and it is understood that they have a critical value in early childhood, where the foundations of development are laid. In this context, there is a need for early childhood professionals to acquire advanced and deep knowledge on environmental education and sustainability. This course includes information about the role of the teacher, the educational environment and the program in environmental education in early childhood; evaluation of environmental education-based educational programs and practices, and skills to develop practices that support environmental education in preschool period and to examine research on environmental education and sustainability in our country and in the world. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To provide in-depth knowledge on environmental education and sustainability in early childhood.  To enable pre-service teachers to analyze educational programs based on environmental education and sustainability and to develop appropriate teaching materials for these programs.  To enable them to design appropriate strategies and teaching methods to promote environmentally sensitive behaviors in educational environments.  To gain the ability to analyze current research on environmental education and sustainability in our country and in the world and to integrate these researches into educational processes.  To ensure that prospective teachers gain awareness of the importance of environmental education and reach the capacity to lead in this regard. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course contributes to the adoption of an environmentally responsible approach in early childhood education by providing teachers with knowledge and skills in environmental education and sustainability. The course strengthens candidates' capacity to raise environmental awareness, integrate sustainability principles into the curriculum and provide environmentally responsible leadership in education. In this way, teachers are trained as qualified educators who embrace the basic principles of environmental education in early childhood. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1) Explains the concepts of environmental education and sustainability and the importance of these concepts in early childhood.  2) Analyzes the aims, principles and components of environmental education in early childhood.  3) Examines environmental education and sustainability-based education programs and develops strategies to adapt these programs to early childhood.  4) Designs learning environments and materials in accordance with the principles of environmental education and sustainability in early childhood.  5) Develop in-class activities and projects to encourage environmentally sensitive behaviors in children.  6) Examines national and international research on environmental education and sustainability and integrates the findings of this research into educational processes.  7) Designs innovative projects and applications related to environmental education in educational settings.  8) Gains professional knowledge and awareness about environmental education and sustainability, reflects this awareness to classroom management and teaching processes. | | | | | | | |
| **TEXTBOOK** | | | | | Kahriman Pamuk, Deniz ( 2019). Erken Çocukluk Döneminde Çevre  Eğitimi ve Sürdürebilirlik. Anı Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | Olgan, R. (2021). Erken Çocukluk Döneminde Çevre Eğitimi.  Pegem Yayınları.  Bayraktar, V. (2022) Erken Çocukluk Döneminde Çevre  Eğitim.i Lisans Yayıncılık.  Karadağ, A. P. ve Bayraktar, V. (2018). Erken Çocukluk  Döneminde Doğa Bilimleri ve Etkinlikleri. Eğiten Kitap  Gülay, H. (2010). Okul Öncesi Dönem Çocukları için Çevre  Eğitimi. Pegem Akademi Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Course Introduction and Environmental Education |
| 2 | The Concept of Sustainability and Its Place in Education |
| 3 | Objectives and Principles of Environmental Education in Early Childhood |
| 4 | Investigation of Education Programs Related to Environmental Education |
| 5 | Design of Materials for Environmental Education in the Educational Environment |
| 6 | Designing Learning Environments for Environmental Education |
| 7-8 | Midterm |
| 9 | Designing Classroom Activities with Environmental Education |
| 10 | Family Engagement in Sustainable Education |
| 11 | Eco-friendly School Culture and Green School Practices |
| 12 | National and International Research on Environmental Education and Sustainability |
| 13 | Evaluating the Effects of Environmental Education |
| 14 | Environmental Education and Sustainability Project Development |
| 15-16 | Final Exam |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

|  |  |
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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Executive Function Skills in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course includes having knowledge about appropriate classroom strategies that can be used in the educational environment to support the development of executive functioning skills in children, supporting the development of children's executive functioning skills by using various methods and strategies in the classroom, knowing all the intervention programs they can do to support executive functioning skills. The subtopics of researching and striving for ways to learn strategies that will make it easier for teachers themselves to cope with it, and rebuilding their understanding of their students are also included in the scope of the course. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To enable students to gain knowledge and skills to support the development of children's executive functioning skills. To encourage them to design classroom activities, strategies and methods for the development of executive function skills. To enable them to develop appropriate intervention programs for executive functioning skills by taking into account the individual differences of children. To contribute to pre-service teachers to create classroom management strategies to support their students' executive functioning and to gain the ability to apply these strategies. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course enhances teachers' competence in developing and implementing strategies to support executive functioning skills in classroom activities. In this way, teachers can be more effective in developing their students' skills such as planning, focusing, problem solving and self-regulation. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.Explains executive function skills and the importance of these skills in child development.  2. Design classroom strategies and methods to support executive functioning skills.  3. Develops intervention programs to support executive functioning skills by taking into account the individual differences of children.  4. Plans and implements activities that support executive functioning skills in classroom management.  5. Prepares teaching materials that support executive functioning skills and uses these materials effectively.  6. Applies strategies to organize teacher and student relationships for the development of executive function skills.  7. Analyzes and evaluates existing educational programs that support the development of executive function skills. | | | | | | | |
| **TEXTBOOK** | | | | | Bjorklund, D. V. (2021). Çocuklar nasıl düşünür? Bilişsel gelişim ve bireysel farklılıklar. (Çev. Ed. M. Sayıl). Ankara: Nobel. | | | | | | | |
| **OTHER REFERENCES** | | | | | Dawson, D., & Guare, P. (2010). Executive skills in children and adolescents: A practical guide to assessment and intervention. New York, NY: Guildford.  Diamond, A. (2006). The early development of executive functions. E. Bialystok ve F. I. M. Craik (Ed.). Lifespan Cognition: Mechanisms of Change (pp. 70-95). Oxford, UK: Oxford University.  Diamond, A. (2013). Executive functions. Annual Review of Psychology, 64, 135–168  Garon, N., Bryson, S. E., & Smith, I. M. (2008). Executive function in preschoolers: a review using an integrative framework. Psychological Bulletin, 134(1), 31. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Course Introduction and the Concept of Executive Function |
| 2 | Development Process of Executive Function Skills |
| 3 | Assessment of Executive Function Skills |
| 4 | Classroom Strategies: Planning and Organization Skills |
| 5 | Supporting Attention and Focusing Skills |
| 6 | Supporting Self-Regulation Skills |
| 7-8 |  |
| 9 | Social Skills and Collaborative Working Methods |
| 10 | Supporting Problem Solving and Decision Making Skills |
| 11 | Developing Materials and Tools that Support Executive Functions |
| 12 | Classroom Management and Supporting Executive Functioning |
| 13 | Current Research on Executive Function Skills in Early Childhood |
| 14 | Current Research on Executive Function Skills in Early Childhood |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | Academic Writing Skills in Early Childhood Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course is designed to support early childhood educators in acquiring the knowledge they will need in their academic and professional lives, organizing the acquired knowledge, and developing their ability to write in an internationally accepted format. Accordingly, students will be provided with a framework to explore and develop their reading and writing skills in their academic life. In addition, studies will be carried out to develop effective writing skills by supporting students to analyze their academic reading and writing processes. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To provide students with basic knowledge and skills related to academic writing processes.  To develop academic reading and writing skills, to gain the ability to create texts in accordance with internationally accepted academic writing rules.  To gain the ability to edit, revise and critically evaluate texts in the academic writing process.  To teach the principles of planning, referencing and referencing for writing academic articles, reports, projects and theses.  To support students in managing the processes of accessing information, analyzing information and transforming this information into a structured text.  To raise awareness of ethical rules in academic writing, avoiding plagiarism and producing original content. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course develops reading, writing and critical thinking skills that individuals working in the field of early childhood education will need in their academic and professional lives. It contributes to pre-service teachers to manage article, report and thesis writing processes by mastering academic writing processes. In addition, it develops their skills in creating content in accordance with academic writing rules and using resources effectively. These gains enable students to grow as more competent individuals in their graduate education processes and professional lives. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1) Explains the stages of the academic writing process (planning, drafting, writing, revising) and applies these stages effectively.  2) Recognizes academic text types (article, report, project, thesis) and applies appropriate writing techniques for these types.  3) Analyzes the elements of language, style and structure used in academic texts and develops writing skills appropriate to these elements.  4) Writes texts in accordance with the rules of citing, referencing and avoiding plagiarism in academic writing.  5) Develops the ability to access, analyze and present information in a structured manner in academic texts.  6) Gains the ability to express his/her thoughts clearly, concisely and convincingly in academic texts.  7) Analyzes, interprets and evaluates texts by gaining critical reading skills.  8) Recognizes spelling errors encountered in academic writing processes and gains the ability to correct these errors.  9) Acts in accordance with ethical principles in the academic writing process and produces original content. | | | | | | | |
| **TEXTBOOK** | | | | | Çetinkaya, G. (2024). Akademik Yazma. Pegem Akademik | | | | | | | |
| **OTHER REFERENCES** | | | | | BAHAR, M. A. (2024). Lisansüstü eğitimde akademik yazma ve önemi. International Journal of Language Academy, 2(5), 209-233.  Sayar, K. (2023). Yayınlayın, Geliştirin ve Fark Yaratın: Eğitim Alanında Başarılı Yazma Rehberi. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Course Introduction and Academic Writing Process |
| 2 | Types of Academic Writing and Analysis of Text Types |
| 3 | Academic Reading Techniques and Critical Reading |
| 4 | Access to Information and Literature Review |
| 5 | Referencing Rules and Citation |
| 6 | Language, Style and Structure in Academic Writing |
| 7-8 |  |
| 9 | Developing Academic Writing: Drafting |
| 10 | Text Editing and Revision |
| 11 | Writing Exercises According to Academic Writing Types |
| 12 | Ethical Principles in the Academic Writing Process |
| 13 | Preparation of Final Drafts and Presentation Techniques |
| 14 | General Evaluation |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | Qualitative Research Methods in Early Childhood Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic paradigms valid in social sciences and educational research, research designs used in educational research (case study, grounded theory, etc.), data collection through interviews, observations and document review, data analysis, developing methods to increase the quality of research and presenting the findings. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main purpose of this course is to provide graduate students with the knowledge and skills necessary to evaluate and apply qualitative research methods used in educational research. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course will enable graduate students to acquire the necessary knowledge and skills to evaluate and apply qualitative research methods used in educational research. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Explain what qualitative research methods are and their history,  2. Question published qualitative research publications in terms of qualitative methods,  3. Discuss published qualitative studies in the field of primary education,  4.Design and write a qualitative research project on primary education topics,  5.Explain how interviews, observations and document analysis are conducted to answer research problems,  6. Distinguish between qualitative and quantitative methods and models,  7. Adapt qualitative methods to specific educational topics,  8. Prepare a qualitative research proposal. | | | | | | | |
| **TEXTBOOK** | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is Qualitative Research? Characteristics, patterns and history |
| 2 | Planning qualitative research and examining examples from qualitative research |
| 3 | General data collection tools in qualitative research |
| 4 | Survey - Document review |
| 5 | Interview |
| 6 | Observation |
| 7-8 |  |
| 9 | Universe and sample in qualitative research |
| 10 | Validity and reliability in qualitative research |
| 11 | Theoretical foundations of content analysis |
| 12 | Examination of content analysis types and sample applications |
| 13 | Determining the research problem in qualitative research |
| 14 | Discussion and presentation of research project topics, General Evaluation |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The scope of the early childhood education program, review and evaluation of various early childhood education programs in the world and solution suggestions for improving the current program. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main purpose of this course is to ensure that students evaluate and make suggestions for the development of early childhood education programs, to organize learning environments suitable for age groups, to develop activities and to ensure that students develop a deep perception and understanding in the context of educational programs. It is also to guide them in examining and comparing educational programs used in our country and around the world. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | It aims to help students learn about the characteristics of early childhood teachers, children's development and learning characteristics, types of preschool educational institutions, and characteristics of educational environments. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.Knows the national program and different approaches for early childhood.  2. Prepares daily education flow, monthly education plan and activity plan by obtaining information about the development of the program in light of the information they have obtained about the early childhood education program.  3. Organizes education environments suitable for the age and development levels of children.  4.Uses different teaching strategies, methods and techniques while developing early childhood education programs and conducts measurement and evaluation studies.  5.Conducts research, produces ideas and offers solution suggestions in the face of problems in the field of early childhood education. | | | | | | | |
| **TEXTBOOK** | | | | | Bredekamp, Sue. (2015). Erken çocukluk eğitiminde etkili uygulamalar. Hatice Zeynep İnan ve Taşkın. İnan (Çev. Ed.). Ankara: Nobel. | | | | | | | |
| **OTHER REFERENCES** | | | | | Durmuşoğlu, M, C. (Ed.) (2021). Geçmişten Günümüze Erken Çocukluk Eğitimi Yaklaşım ve Programlar. Ed. M. C. Durmuşoğlu. Ankara: HEDEF CS BASIN YAYIN.  Aktan, A.E. ve Çetin, H.(2023) . Erken Çocukluk Eğitimi Mozaiği, Büyük Düşünceler/Fikirler, Modeller ve Yaklaşımlar, Aktan Acar E., Editör, 5.Baskı, Nobel Akademik Yayıncılık, Ankara. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Program, basic concepts related to program development |
| 2 | Historical development of curriculum in preschool education |
| 3 | Historical development of curriculum in preschool education II |
| 4 | Current curriculum features in preschool education |
| 5 | Achievement-indicator-daily plan-monthly plan in the current curriculum in pre-school education. |
| 6 | Types of activities in the current curriculum in preschool education |
| 7-8 |  |
| 9 | Family and society in the current curriculum in preschool education |
| 10 | Evaluation in current curriculum in preschool education |
| 11 | Curriculum in preschool education in different countries |
| 12 | Comparison of curriculums in preschool education |
| 13 | Scientific research on curriculum in preschool education I |
| 14 | Scientific research on curriculum in preschool education II |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Early Childhood Policies and Sustainability |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The importance and impacts of early childhood education, trends in national and international early childhood education policies, the scope of early childhood education policies, the status of early childhood education in Turkey and current challenges. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to identify the main policies in early childhood education systems in Turkey and the world and to examine the implementation of these policies. To ensure that teacher candidates develop a deep perception and understanding in terms of their profession in the context of early childhood education policies. With a detailed analysis of early childhood education systems in Turkey and the world, it is aimed for students to evaluate current policy implementations and the consequences of these implementations on children, families and society. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To enable students to evaluate early childhood policies and determine the effects of sustainability on early childhood policies. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.Explains the issues within the scope of early childhood education policies by developing a general understanding and awareness.  2. Compares and comments on national and international examples on issues within the scope of early childhood education policies  3. Explains and criticizes the current and potential results of early childhood education programs in terms of children, families and society  4.Evaluates and criticizes problematic issues within the scope of early childhood education policies in today's world from a scientific perspective. | | | | | | | |
| **TEXTBOOK** | | | | | Z. DOĞAN, "Sürdürülebilir Kalkınma Hedeflerinin Erken Çocukluk Eğitimi Politikalarına Etkileri," In Erken Çocukluk Eğitim Politikaları , İstanbul: Lisans Yayıncılık, 2023, pp.147-162. | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The concept and characteristics of sustainability |
| 2 | Definition, development, structure, scope and purpose of early childhood education |
| 3 | Management and financing of early childhood education |
| 4 | Accountability in early childhood education: Inspection and evaluation |
| 5 | Educational standards in early childhood education |
| 6 | Educators: Workforce, competencies, legal rights and responsibilities |
| 7-8 |  |
| 9 | Developmentally appropriate program: Examples from the world and Turkey |
| 10 | Participation and expansion in early childhood education according to different sectors |
| 11 | Sustainability principles in early childhood education |
| 12 | Sustainability practices in early childhood education |
| 13 | Scientific research on sustainability in early childhood education I |
| 14 | Scientific research on sustainability in early childhood education II |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | FALL |

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| **COURSE CODE** |  | **COURSE NAME** | Children's Literature and Early Literacy Studies in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course offers teaching based on theoretical and practical knowledge underpinning the concepts of children's literature and early literacy in early childhood. Interactive book reading methods, theories of language acquisition and literacy development, teaching strategies, materials and the use of assessment tools are covered. Students learn how to create a culture of reading with children, design activities to support early literacy skills, and organize educational environments appropriate to individual differences. In addition, they are practiced in the development of strategies, materials and assessment tools related to writing and early literacy development. This course emphasizes the importance of children's literature in early literacy development and enables prospective teachers to gain a holistic perspective on the teaching process. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to provide students with knowledge and skills about children's literature and early literacy in early childhood. At the end of the course, it is aimed that prospective teachers will be able to apply interactive book reading methods, create a culture of reading books with children, develop strategies, materials and evaluation tools that will contribute to the development of early literacy skills. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course enables students to gain knowledge, skills and competencies to support language and literacy development in early childhood. It contributes to their becoming qualified educators with interactive book reading, teaching strategies appropriate to individual differences and effective use of children's literature. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Recognizes the concepts of children's literature and early literacy in early childhood.  2. Explains interactive book reading methods theoretically and practically.  3. Develop teaching strategies, materials and assessment tools to support early literacy skills.  4. Have the necessary knowledge and skills to create a culture of reading with children.  5. Integrates theoretical knowledge about language acquisition and literacy development into the teaching process.  6. Organize educational environments suitable for individual differences in early literacy development. | | | | | | | |
| **TEXTBOOK** | | | | | Neuman, B. S. & Dickinson, K. D. (2018). Erken Okuryazarlık Araştırmaları El Kitabı. Nobel Akademik | | | | | | | |
| **OTHER REFERENCES** | | | | | Gönen M. ve Uyanık, G. (Ed.). (2021). Okul öncesinde çocuk edebiyatı ve etkinlik örnekleri. Ankara: Nobel Yayıncılık.  Bağçeli Kahraman, P. ve Bayraktar, V. (Ed.). (2022). Erken çocukluk dönemi edebiyatı. İstanbul: Lisans Yayıncılık.  Miskec, J., & Wannamaker, A. (Eds.). (2016). The early reader in children's literature and culture: Theorizing books for beginning readers. Routledge. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Importance and Basic Concepts of Children's Literature |
| 2 | Early Literacy Concept and Basic Principles |
| 3 | The Effect of Children's Literature on Early Literacy Development |
| 4 | Selection and Evaluation of Children's Books |
| 5 | Interactive Book Reading Method: Theory and Principles |
| 6 | Interactive Book Reading Applications |
| 7-8 | Midterm |
| 9 | The Use of Children's Literature in Literacy Development |
| 10 | Reading Readiness and Literacy Development |
| 11 | Current Issues in Children's Literature and Early Literacy |
| 12 | Article Scanning |
| 13 | Research and Application Studies |
| 14 | Research and Application Studies |
| 15-16 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Out-of-School Learning Environments in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Concepts of out-of-school education and learning; scope and importance of out-of-school learning; teaching in out-of-school environments; teaching methods and techniques (project-based learning, station technique etc.) and teaching materials suitable for out-of-school learning environments; planning, implementation and evaluation of educational activities in various environments (museums, science and technology centers (STC); zoos, etc.). | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To recognize out-of-school learning environments and to provide the ability to organize these environments in a way that supports learning, to recognize methods and techniques appropriate for out-of-school teaching environments, to provide the ability to plan, implement and evaluate out-of-school learning activities in line with the achievement. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students gain skills in subjects such as; concepts of out-of-school education and learning; scope and importance of out-of-school learning; teaching in out-of-school environments; appropriate teaching methods and techniques (project-based learning, station technique etc.) and teaching materials for out-of-school learning environments; planning, implementation and evaluation of educational activities in various environments (Museums, Science and Technology Centers (STC); zoos, etc. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Compares measurement and evaluation techniques that can be used in different out-of-school learning environments.;  2. Designs a curriculum, activity, material and measurement tool by integrating the course outcomes with out-of-school learning environments.;  3. Discusses the place of different out-of-school learning environments in education.; | | | | | | | |
| **TEXTBOOK** | | | | | Şen, A.İ. (2019).Okul dışı öğrenme ortamları. Ankara: Pegem Yayınları.,  S. Yılmaz-Uysal &T.Coşkun-Tuncay(2020) .Erken Çocukluk EğitimindeOrman Pedagojisi. Ankara:Nobel Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Aktaş Arnas, Y. (Ed.). (2019).Çocuk Merkezli ÖğrenmeOrtamları:Okul Öncesi Çocuklar İçin BirOkul Tasarla. Ankara: Pegem Yayınları.  S. Yılmaz-Uysal &T.Coşkun-Tuncay(2020) .Erken Çocukluk EğitimindeOrman Pedagojisi. Ankara:Nobel Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concepts of out-of-school education and learning- Scope and importance of out-of-school learning-Teaching in out-of-school environments |
| 2 | Teaching methods and techniques suitable for out-of-school learning environments (Project-Based Learning, Station Technique etc.) and teaching materials |
| 3 | Museums • Concept and types of museums • Learning theories used in museum education • Planning, implementation and evaluation of sample activities for museums. |
| 4 | 6 Science and Technology Centers (STC) • Important Science and Technology Centers in Turkey • Use of Science and Technology Centers in Education • Planning, implementation and evaluation of sample activities for STC trips. |
| 5 | Vize Zoos • Important Zoos in Turkey • Use of Zoos in Education • Planning, implementation and evaluation of sample activities for zoos. |
| 6 | Botanical Gardens and Herbarium • Important Botanical Gardens in Turkey • Use of Botanical Gardens in Education • Planning, implementation and evaluation of sample activities for Botanical Gardens. |
| 7-8 |  |
| 9 | Science festivals and Science camps • Use of Science festivals and Science camps in Education • Planning, implementation and evaluation of sample activities in Science festivals and Science camps. |
| 10 | Planetariums • Concept of Planetarium • Purpose and importance of Planetariums • Important Planetariums in Turkey • Use of Planetariums in Education • Planetarium shows and contents • Planning, implementation and evaluation of sample activities for Planetariums. |
| 11 | National Parks • Concept of National Parks in the World and in Turkey • Important National Parks in Turkey • Use of National Parks in Education • Planning, implementation and evaluation of sample activities for National Parks. |
| 12 | Aquariums • Aquariums in Turkey • Use of Aquariums in Education • Planning, implementation and evaluation of sample activities for Aquariums. |
| 13 | Nature Based Education • Planning, implementation and evaluation of sample activities for Forest Schools. |
| 14 | TÜBİTAK Nature Education • TEMA Nature Education Programs • Forest Program in Schools • Eco Schools Program |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** |  |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Examining research on the development of social and emotional skills in early childhood, developing relevant theories to help children gain positive and sustainable social skills, and developing practice examples to teach and support the development of children's social competence, self-control, social awareness, relationship skills, and responsibility skills. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | This course aims to examine research on the development of social and emotional skills in early childhood, to develop relevant theories to provide children with positive and sustainable social skills, and to develop application examples to teach and support the development of children's social competence, self-control, social awareness, relationship skills and responsibility skills. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | In this course, students will gain the skills to examine research on the development of social and emotional skills in early childhood, to develop relevant theories to help children gain positive and sustainable social skills, and to develop application examples to teach and support the development of children's social competence, self-control, social awareness, relationship skills and responsibility skills. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Defines social emotional skills in early childhood.  2. Explains how social skills can be developed in children.  3. Provides examples of social skills training for children.  4. Prepares and implements a social skills training program for children.  5. Evaluates social emotional skills in children.  6. Applies the principles and techniques of a developmentally appropriate guidance approach when preparing development and observation reports.  7. Takes steps to include families and society in increasing children's social-emotional development. | | | | | | | |
| **TEXTBOOK** | | | | | Kuru, N. & GÜZELDERE AYDIN, D. Dünyada ve Türkiye’de ERKEN ÇOCUKLUKTA SOSYAL DUYGUSAL ÖĞRENME PROGRAMLARI, Eğiten Kitap. | | | | | | | |
| **OTHER REFERENCES** | | | | | Siegler, R., DeLoache, J. Eisenburg, N. and Saffran, J. (2014) How Children Develop. New York: WorthBilgisayar ve projeksiyon | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Social emotional learning in early childhood, |
| 2 | Neurological foundations of social emotional learning, |
| 3 | Social emotional learning-self-awareness skills, |
| 4 | Social emotional learning-social awareness skills, |
| 5 | Social emotional learning-self-management skills, |
| 6 | 6. Social emotional learning-relationship skills, |
| 7-8 |  |
| 9 | Social emotional learning-responsible decision making, |
| 10 | Social emotional learning programs, |
| 11 | Relationship of social emotional learning with developmental areas-conscious awareness, |
| 12 | Examples of social-emotional learning activities |
| 13 | Examples of social-emotional learning activities |
| 14 | Examples of social-emotional learning activities |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Creative and Critical Thinking Education in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
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| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition of thinking, definition of critical and creative thinking for individuals and society, its characteristics and importance for individual and social development. Evaluation of thinking skills that should be acquired in early childhood and teacher practices in this regard. Individual, social and organizational factors affecting critical thinking and creative thinking. Creativity and deductive thinking, reasoning, reflective thinking, critical thinking and creative problem solving. Different strategies, methods and techniques applied to thinking skills. Evaluation and discussion of research on thinking skills and creativity. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is; definition of thinking, definition of critical and creative thinking for individuals and society, its characteristics and importance for individual and social development. Evaluation of thinking skills that should be acquired in early childhood and teacher practices in this regard. Individual, social and organizational factors affecting critical thinking and creative thinking. Creativity and deductive thinking, reasoning, reflective thinking, critical thinking and creative problem solving. Different strategies, methods and techniques applied to thinking skills. Evaluation and discussion of research on thinking skills and creativity. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To ensure that students develop their knowledge and skills on how to achieve creative and critical thinking education in early childhood. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Explains and implements how critical and creative learning environments should be in early childhood,  2. Creates and implements effective educational programs and materials for the development of critical and creative thinking in early childhood,  3. Interprets current studies on critical and creative thinking in early childhood and derives meaning from these studies,  4. Creates scientific studies on the concepts of critical and creative thinking in early childhood. | | | | | | | |
| **TEXTBOOK** | | | | | Bjorklund, D. F. (2023). Children′s thinking: Cognitive development and individual differences. Thousand Oaks, CA: Sage. | | | | | | | |
| **OTHER REFERENCES** | | | | | Erken Çocukluk Döneminde Yaratıcı Düşünme Tekniği Eğiten Kitap.  Eleştirel Düşünme Kılavuzu, Tübitak Yayınları | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definitions of creativity and concepts related to creativity; Theories of creative thinking |
| 2 | Development of creativity in early childhood; Factors that support and inhibit creativity; Creative child, creative teacher education |
| 3 | Discussion of learning environments and materials that support creativity; |
| 4 | The place of creativity in the program and development of creativity in different early childhood education approaches; Examples of creative activities |
| 5 | Principles and methods of developing creative curriculum in early childhood education |
| 6 | Discussion and interpretation of current scientific studies on the development of creativity in early childhood in Turkey and the world |
| 7-8 |  |
| 9 | Critical thinking definitions and related concepts; Critical thinking theories |
| 10 | Development of critical thinking in early childhood; Factors that support and inhibit critical thinking; Critical thinking child, critical thinking teacher education |
| 11 | Discussion of learning environments and materials that support critical thinking; The place of critical thinking in the program in different early childhood education approaches and development of critical thinking; Examples of activities for critical thinking |
| 12 | Principles and methods of curriculum development for critical thinking in early childhood education |
| 13 | Discussion and interpretation of current scientific studies on the development of critical thinking in early childhood in Turkey and the world |
| 14 | Presentations |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | FALL |

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| **COURSE CODE** |  | **COURSE NAME** | Advanced Child Recognition and Assessment Techniques |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Hereditary and environmental factors affecting individual differences, the importance of recognizing the child in the education process, the basic principles of recognizing the child and the classification of child recognition techniques, observation-based techniques (observation mark lists, feature recording charts, anecdotal recording), observation-based techniques (rating scales, development files), errors involved in observation, self-expression techniques (problem screening list, question list / questionnaire), evaluation of motor development in early childhood, tools for assessing motor development in early childhood, assessment of cognitive development in early childhood, assessment of cognitive development in early childhood, assessment of language development in early childhood, tools for assessing language development in early childhood, assessment of emotional development in early childhood, examples of tools for assessing emotional development in early childhood, assessment of social development in early childhood, assessment of social development in early childhood. performance-based assessment in early childhood, assessment in out-of-school learning environments in early childhood, assessment of the impact of out-of-school environments in early childhood, tools for assessing family and social interactions in early childhood. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To understand how individual differences in early childhood are shaped by hereditary and environmental factors.  To enable prospective teachers to comprehend the basic principles and techniques of child identification in early childhood.  To introduce observation-based, self-report and performance-based assessment techniques and to gain the ability to apply these techniques.  To gain knowledge and skills on how to evaluate cognitive, motor, language, emotional and social development in early childhood.  To gain the ability to evaluate the effects of family and social interactions on child development in in-school and out-of-school learning environments.  To gain the ability to analyze the individual development processes of children by using evaluation tools such as observation records, anecdotes, rating scales, development files. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course allows the teacher to get to know children in early childhood better and understand their individual differences. Teachers learn to use observation techniques and performance-based assessment methods to assess children's motor, cognitive, language, emotional and social development. These skills contribute to design differentiated instructional practices based on children's individual needs, provide more effective classroom management, and support child development through collaboration with families. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1) Explains how individual differences are shaped by hereditary and environmental factors.  2) Explains the importance and basic principles of recognizing the child in early childhood.  3) Recognizes observation-based child recognition techniques (observation lists, anecdotal record, development file, etc.) and evaluates the development of children using these techniques.  4) Explains self-expression techniques (problem screening list, questionnaire/questionnaire etc.) and applies these techniques in education.  5) Uses tools and methods to assess children's development in each of the areas of motor, cognitive, language, emotional and social development.  6) Analyzes the effects of in-school and out-of-school learning environments on child development in early childhood and determines appropriate methods to evaluate these environments.  7) Recognizes observation errors and applies strategies to minimize the impact of these errors on the assessment of the child.  8) Analyzes children's developmental levels by using performance-based assessment tools in early childhood.  9) Uses tools to evaluate family and social interactions and analyzes their effects on child development.  10) Discuss the strengths and limitations of the tools used to assess child development and propose alternative assessment methods. | | | | | | | |
| **TEXTBOOK** | | | | | MCafee, O. & Leong, D.J.( 2012). Erken çocukluk döneminde gelişim  ve öğrenmenin değerlendirilmesi ve desteklenmesi (Çeviri Editörü:  Birsen Ekinci Palut). Ankara: Nobel Yayınları.  Erken Çocuklukta Çocuğu tanıma ve Değerlendirme, Kesicioğlu Oguz  Serdar, Hacıibrahimoğlu Yıldırım Binnur, Editör, Eğiten Kitap,  Ankara, 2018 | | | | | | | |
| **OTHER REFERENCES** | | | | | Özgüven İ. E. 2005; Bireyi Tanıma Teknikleri (Techniques in Getting to Know the Individual). PDREM Yayınları, Ankara.  Wright, R.J. (2010). Multifaceted Assessment for Early Childhood  Education. Los Angeles: SAGE Publication.  Allen, K.E., Cowdery, G.E. (2009). The Exceptional Child: Inclusion  in Early Childhood Education (6th Edition). Clifton Park, NY:  Thomson Delmar Learning.  Mcmillan, H., J. (2007). Classroom assessment: Principles And  Practice For Effective Standards-Based Instruction. Boston, MA:  Pearson/ Allyn & Bacon.  Shepard, L., Kagan, S., L. and Wurtz, E., (1998). Principles And  Recommendations for Early Childhood Assessments. Goal 1 Early  Childhood Assessments Resource Group, Washington, DC: The  National Education Goals Panel.  Snow, E., C and Van Hemel, B., S., (Eds.), (2008). Early Childhood  Assessment: Why?, What? And How?, Washington, DC: National  Academies Press.  Ceylan, A. (2002). Bireyi tanıma teknikleri. Eskişehir: Açıköğretim  Fakültesi Yayınları.  Wortham, S. C. (2001). Assessment in early childhood education.  Upper Saddle River, NJ: Merrill Prentice-Hall | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction of the course and the importance of knowing the child |
| 2 | The Relationship of Individual Differences with Hereditary and Environmental Factors |
| 3 | Introduction to Child Recognition Techniques |
| 4 | Observation Based Evaluation Techniques |
| 5 | Errors in Observation and Reducing Errors |
| 6 | Designing Learning Environments for Environmental Education |
| 7-8 | Midterm |
| 9 | Self Expression Techniques – 1 |
| 10 | Self Expression Techniques – 2 |
| 11 | Assessment of Cognitive Development |
| 12 | Assessment of Language, Emotional and Social Development |
| 13 | Evaluation of In-School and Out-of-School Learning Environments |
| 14 | Evaluation of Family and Social Interactions |
| 15-16 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| 20 |  |  |  |  |
| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Fall |

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| **COURSE CODE** |  | **COURSE NAME** | Advanced Child Development |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | | X | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | There is no prerequisite or co-requisite for this course. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The importance of early childhood development, early childhood development multicultural perspective, early childhood care and quality, services and issues related to early childhood development in Turkey in early childhood physical fitness, cognitive competence, brain development, cognitive development in diversity and new perspectives, language development, individual differences in language development, social and emotional development in cultural context, emotional growth and social competence, cultural and social competence and family in cultural context in early childhood development. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | - To have knowledge about child development theories, child development areas and characteristics, factors affecting child development  - To be able to use the knowledge gained by developing a detailed and holistic perspective on child development in the evaluation and education of children's development. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | It enables students to understand children's development processes and contributes to their ability to design educational plans tailored to individual differences. Additionally, it supports them in transforming theoretical knowledge into practical application, providing a more qualified and conscious teaching process in early childhood education settings. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Explains the development principles and concepts in early childhood.  2. Explains the theories of child development.  3. Explains the general characteristics of developmental periods in early childhood and the factors affecting development.  4. Discuss the characteristics and stages of physical, motor, cognitive, language and social-emotional development in early childhood.  5. Question the developmental characteristics of children based on developmental theories.  6. Applies the acquired knowledge about child development in pre-school education environments.  7. Evaluates research on early childhood development. | | | | | | | |
| **TEXTBOOK** | | | | | Copple, C. & Bredekamp, S. (2008). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age. The National Association of Education of Young Children.  Pica, R. (2015). What if everybody understand child development. Corwin.  Berk, L. E. (2013). Bebekler ve Çocuklar (Doğum Öncesinden Orta Çocukluğa), (Çev.: N.Işıkoğlu Erdoğan), 7.basımdan çeviri, Ankara: Nobel Akademik Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | Bodrova, E. & Leong, D.J. (2010). Zihnin Araçları, Erken Çocukluk Eğitiminde Vygotsky Yaklaşımı, III. Bölüm. Vygotsky Yaklaşımını Erken Çocuklukta Gelişim ve Öğrenmeye Uygulama, (Çev.Güler, T. Ve Ark.). Ankara: Anı Yayıncılık.  Flavell, J. H., Miller, P. H. & Miller, S. A. (2002). Cognitive Development, (4th Edition). New Jersey: Prentice Hall.  Gallahue, D. L., Ozmun, J. C. & Goodway, J. D. (2014). Bebeklerde Algı, (D. S. Özer & A. Aktop) (Çev.Ed.: N.Aral), Motor Gelişimi Anlamak: Bebeklerde, Çocuklarda, Ergenlerde, Yetişkinlerde, 7.baskı. Ankara: Nobel Yayıncılık.  Gander, M.J. & Gardiner,H. W. (1995). Çocuk ve Ergen Gelişimi, (2. Baskı). (Çev. Dönmez vd.). İmge Kitabevi.  Gardner, H. (1993). Multiple Intelligence: The Theory in Practice. New York: Basic Books.  Senemoğlu, N. (2013). Gelişim Öğrenme ve Öğretim, Kuramdan Uygulamaya (3. baskı). Ankara: Gazi Kitabevi.  Trawick-Swith, J. (2013). Erken Çocukluk Döneminde Gelişim (Çok Kültürlü Bir Bakış Açısı), 5.basım (Çev. Ed.: B. Akman), Ankara: Nobel Akademik Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Why should early childhood development be learned? Multicultural perspective on early childhood development. |
| 2 | Services and problems on early childhood development in Turkey. |
| 3 | Motor development principles in early childhood, affecting factors and related researches. |
| 4 | Brain development in early childhood, differences in cognitive development and new perspectives. |
| 5 | Brain development in early childhood, differences in cognitive development and new perspectives and related researches. |
| 6 | Language development in early childhood, individual differences in language development, language development and perception and related researches. |
| 7-8 | Midterm |
| 9 | Language development in early childhood, individual differences in language development, language development and perception and related researches. |
| 10 | Social and emotional development in early childhood cultural context, emotional growth and social competence, cultural and social competence, other sources of variability in social competence. |
| 11 | Social and emotional development in early childhood cultural context, emotional growth and social competence, cultural and social competence, other sources of variability in social competence and related researches. |
| 12 | Early childhood development theories. |
| 13 | Early childhood development theories. |
| 14 | Family in cultural context in early childhood development. |
| 15-16 | Final exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

**Signature:**

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|  | **T.C.**  **ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ**  **EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  **DERS BİLGİ FORMU (İngilizce)** |

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| **SEMESTER** | Spring |

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| **COURSE CODE** |  | **COURSE NAME** | Comparative Early Childhood Education in Turkey and the World |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 7,5 | COMPULSORY  ELECTIVE | | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** | |
|  | |  | | | |  | | | | |  | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID – TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (     ) | | | | |  | |  |
| **FINAL EXAM** | | | | | HOMEWORK | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The status of preschool education in Turkey and the world, cultural influences on child rearing and child education, preschool education models (Montessori, High Scope, Project Approach, Regio Emilia, Multiple Intelligences, Project Zero etc.) | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim is for students to evaluate the models, approaches and teaching processes in early childhood education in comparison with Turkey and other different countries. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students gain knowledge and skills that they can use in early childhood education in their professional lives. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.Realizes the place and status of early childhood education in different countries.  2. Learns about models and approaches in early childhood education in different countries.  3. Analyzes the latest models applied in early childhood education.  4. Compares approaches, practices and models in Turkey and other countries regarding early childhood education. | | | | | | | |
| **TEXTBOOK** | | | | | Aslan, D. (2022). (Ed.). Farklı ülkelerde erken çocukluk eğitimi. Pegem akademi. | | | | | | | |
| **OTHER REFERENCES** | | | | | Temel, Z. F. (2023) (Ed.).Farklı ülkelerde okul öncesi eğitimi. Pegem akademi. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projector | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Historical process of education in early childhood |
| 2 | Models and approaches in early childhood education I |
| 3 | Models and approaches in early childhood education II |
| 4 | Early childhood education in Turkey |
| 5 | Early childhood education in Germany |
| 6 | Early childhood education in the United States |
| 7-8 |  |
| 9 | Early childhood education in Australia |
| 10 | Early childhood education in Finland |
| 11 | Early childhood education in Denmark |
| 12 | Early childhood education in France |
| 13 | Early childhood education in England |
| 14 | Early childhood education in the Republic of South Africa |
| 15-16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Develops and deepens general knowledge of educational science within the framework of basic theories and practices in the field of preschool education. |  |  |  |
| 2 | Understand the relationships between theories and practices regarding preschool education. |  |  |  |
| 3 | Can independently conduct scientific research in the field of preschool education. |  |  |  |
| 4 | Develop solutions to problems related to the field of pre-school education by using quantitative and qualitative scientific research methods. |  |  |  |
| 5 | Can independently construct a problem related to the field of preschool education, develop solutions, implement them and evaluate the results. |  |  |  |
| 6 | Evaluates the information acquired in the field of pre-school education from a critical perspective and can direct learning. |  |  |  |
| 7 | Studies in the field of pre-school education can be carried out with the awareness of lifelong learning. |  |  |  |
| 8 | Can effectively share information about the field of pre-school education at national/international levels, both verbally and in writing. |  |  |  |
| 9 | Can effectively convey developments in the field of preschool education, individual and professional studies to groups in and outside the field in written, verbal and visual ways. |  |  |  |
| 10 | Evaluates the strategies, policies and practices developed in the field of pre-school education and the results obtained from them. |  |  |  |
| 11 | Can apply the knowledge, skills and problem-solving abilities acquired in the field of pre-school education in interdisciplinary studies. |  |  |  |
| 12 | Evaluates current developments in the field of pre-school education in line with national values and country realities. |  |  |  |
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| **1**: None **2**: Partially contribution **3**: Completely contribution | | | | |

**Date:**

**Instructor(s):**

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