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

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| **SEMESTER** | FALL |

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

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

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

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

**Instructor(s):**

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