1. **Courses – ECTS Credits**

Click on the name of the course given below to see detailed information such as objectives, learning outcomes, content, evaluation, workload, and ECTS.

|  |  |  |  |  |  |  |  |  |  |
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| **Department of Elementary and Early Childhood Education, Early Childhood Education,** | | | | | | | | | |
| **First Year** | | | | | | | | | |
| Course Code | Course Name | ECTS | | T+A+L | | C/E | | | Language |
| Fall Term | | | | | | | | | |
| 171911001 | Introduction to Preschool | | 5 | 3 | | | Compulsory | | Turkish |
| 171911009 | Human Anatomy and Physiology | | 4 | 2 | | | Compulsory | | Turkish |
| 171911010 | Introduction to Psychology | | 3 | 2 | | | Compulsory | | Turkish |
| 171911011 | Turkish I: Written Expression | | 4 | 2 | | | Compulsory | | Turkish |
| 171911005 | Atatürk's Pr. and the His. of Rev. I | | 2 | 2 | | | Compulsory | | Turkish |
| 171911007 | Foreign Language I | | 4 | 3 | | | Compulsory | | Turkish |
| 171911008 | Introduction to Educational Sciences | | 4 | 3 | | | Compulsory | | Turkish |
| 171911014 | Elective (GC): Occupatinal Ethics | | 2 | 2 | | | Elective | | Turkish |
| 171911015 | Elective (GC): Learning to Learn | | 2 | 2 | | | Elective | | Turkish |
| **Total Credits of Fall Term** | | | **28** | **19** | | |  | |  |
| Spring Term | | | | | | | | | |
| 171912001 | Mother-Child Health and Nutrition | | 5 | 3 | Compulsory | | | Turkish | |
| 171912002 | Philosophy of Education | | 3 | 2 | Compulsory | | | Turkish | |
| 171912003 | Educational Psychology | | 4 | 3 | Compulsory | | | Turkish | |
| 171912004 | Turkish II: Oral Expression | | 4 | 2 | Compulsory | | | Turkish | |
| 171912005 | Atatürk's Pr. and the His. of Rev. II | | 2 | 2 | Compulsory | | | Turkish | |
| 171912007 | Foreign Language II | | 4 | 3 | Compulsory | | | Turkish | |
| 171912010 | Basic of Information and Com. Tech. | | 4 | 3 | Compulsory | | | Turkish | |
| 171912008 | Elective (GC): Child and Media | | 2 | 2 | Elective | | | Turkish | |
| 171912009 | Elective (GC) Technology Literacy | | 2 | 2 | Elective | | | Turkish | |
| **Total Credits of Spring Term** | | | **28** | **20** |  | | |  | |
| **Total Credits of First Year** | | | **56** | **39** |  | | |  | |

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| **Second Year** | | | | | | | |
| Course Code | Course Name | | ECTS | | T+A+L | Must/Elective | Language |
| Fall Term | | | | | | | |
| 171913001 | Development in Early Childhood I | | | 4 | 3 | Compulsory | Turkish |
| 171913002 | Science Education in Preschool | | | 4 | 4 | Compulsory | Turkish |
| 171913003 | Music Education in Early Childhood | | | 4 | 3 | Compulsory | Turkish |
| 171913004 | Visual Arts Education in Preschool | | | 4 | 3 | Compulsory | Turkish |
| 171913005 | Educational Sociology | | | 3 | 2 | Compulsory | Turkish |
| 171913006 | Principles and Methods of Teaching | | | 4 | 3 | Compulsory | Turkish |
| 171913007 | School Experience | | | 5 | 5 | Compulsory | Turkish |
| 171913008 | Elective (GC) | | | 2 | 2 | Elective | Turkish |
| 171913009 | Elective (GC): Professional Foreign Language | | | 2 | 2 | Elective | Turkish |
| **Total Credits of Fall Term** | | | | **30** | **25** |  |  |
| Spring Term | | | | | | | |
| 171914001 | | Development in Early Childhood II | 4 | | 3 | Compulsory | Turkish |
| 171914002 | | Children's Literature | 5 | | 4 | Compulsory | Turkish |
| 171914003 | | Mathematic Education in Early Childhood | 5 | | 4 | Compulsory | Turkish |
| 171914004 | | Play in Preschool | 5 | | 4 | Compulsory | Turkish |
| 171914005 | | Turkish Education Policy | 4 | | 2 | Compulsory | Turkish |
| 171914006 | | Special Teaching Methods | 5 | | 4 | Compulsory | Turkish |
| 171914007 | | Elective (F): Educational Environment in Preschool | 2 | | 2 | Elective | Turkish |
| 171914008 | | Elective (F): Child and Creativity | 2 | | 2 | Elective | Turkish |
| **Total Credits of Spring Term** | | | **30** | | **23** |  |  |
| **Total Credits of Second Year** | | | **60** | | **48** |  |  |

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| **Third Year** | | | | | | |
| Course Code | Course Name | | ECTS | T+A+L | Must/Elective | Language |
| Fall Term | | | | | | |
| 171915001 | Special Education | | 3 | 3 | Compulsory | Turkish |
| 171915002 | Children's Mental Health | | 3 | 2 | Compulsory | Turkish |
| 171915011 | Drama in Preschool Education | | 5 | 3 | Compulsory | Turkish |
| 171915004 | Statistics | | 3 | 2 | Compulsory | Turkish |
| 171915005 | Classroom Management | | 4 | 2 | Compulsory | Turkish |
| 171915006 | Instructional Tech. and Material Dev. | | 4 | 4 | Compulsory | Turkish |
| 171915007 | Effective Communication | | 3 | 2 | Compulsory | Turkish |
| 171915012 | Education of Infants | | 5 | 4 | Compulsory | Turkish |
| 171915009 | Elective (GC): Mother-Father-Child Communication | | 2 | 2 | Elective | Turkish |
| 171915010 | Elective (GC): Children’s Law | | 2 | 2 | Elective | Turkish |
| **Total Credits of Fall Term** | | | **32** | **24** |  |  |
| Spring Term | | | | | | |
| 171916001 | Curriculum in Preschool Education | 5 | | 4 | Compulsory | Turkish |
| 171916013 | Inclusion in Preschool Education | 5 | | 3 | Compulsory | Turkish |
| 171916012 | Family Training | 4 | | 3 | Compulsory | Turkish |
| 171916004 | Early Childhood and Assessment | 3 | | 2 | Compulsory | Turkish |
| 171916005 | Scientific Research Methods | 3 | | 2 | Compulsory | Turkish |
| 171916006 | Application of Social Maintenance | 4 | | 3 | Compulsory | Turkish |
| 171916007 | Measurement and Evaluation | 4 | | 3 | Compulsory | Turkish |
| 171916008 | Elective (F): Instructional Materials Development in Early Childhood Education | 2 | | 2 | Elective | Turkish |
| 171916009 | Elective (F): Social Skills Training for Children | 2 | | 2 | Elective | Turkish |
| 171916010 | Elective (F): Speech and Language Disorders | 2 | | 2 | Elective | Turkish |
| 171916011 | Elective (F): Preschool Education in Different Countries | 2 | | 2 | Elective | Turkish |
| **Total Credits of Spring Term** | | **32** | | **24** |  |  |
| **Total Credits of Third Year** | | **64** | | **48** |  |  |

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| **Fourth Year** | | | | | |
| Course Code | Course Name | ECTS | T+A+L | Must/Elective | Language |
| Fall Term | | | | | |
| 171917001 | Guidance | 4 | 3 | Compulsory | Turkish |
| 171917002 | Teaching Practice I | 12 | 8 | Compulsory | Turkish |
| 171917003 | Research in Preschool Education I | 5 | 3 | Compulsory | Turkish |
| 171917004 | Preparation for Literacy Studies | 5 | 4 | Compulsory | Turkish |
| 171917005 | Elective (F): Physical Education in Preschool | 2 | 2 | Elective | Turkish |
| 171917006 | Elective (F): Child and Drawing | 2 | 2 | Elective | Turkish |
| 171917007 | Elective (F): Religious and Ethical Education in Preschool / Kindergarten | 2 | 2 | Elective | Turkish |
| 171917008 | Elective (F): Environment Education in Preschool | 2 | 2 | Elective | Turkish |
| **Total Credits of Fall Term** | | **30** | **22** |  |  |
| Spring Term | | | | | |
| 171918001 | Transition to School and Primary School Prog. | 4 | 2 | Compulsory | Turkish |
| 171918002 | Teaching Practice II | 12 | 8 | Compulsory | Turkish |
| 171918003 | Research in Preschool Education II | 6 | 3 | Compulsory | Turkish |
| 171918004 | Turkish Educational System and School Management | 4 | 2 | Compulsory | Turkish |
| 171918005 | Elective (F): National Children Plays | 2 | 2 | Elective | Turkish |
| 171918006 | Elective (F): Children at Risk | 2 | 2 | Elective | Turkish |
| 171918007 | Elective (F): Preschool Education Policies | 2 | 2 | Elective | Turkish |
| 171918008 | Elective (F): Thinking Skills in Preschool | 2 | 2 | Elective | Turkish |
| **Total Credits of Spring Term** | | **30** | **19** |  |  |
| **Total Credits of Fourth Year** | | **60** | **41** |  |  |



**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** | 171911001 | **COURSE NAME** | Introduction to Preschool Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| I | 3 | | 0 | 0 | | | | 3 | 5 | | COMPULSORY (x )  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
| %75 | | %25 | | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The definition of pre-school education, scope and importance in pre-school, fundamental views in preschool , characteristics of pre-school teachers and pre-school teacher training, the main characteristics of pre-school children and requirements, the basic principles of pre-school education, pre-school education in various countries, physical and educational environment of pre-school education, pre-school education and the mass media, the importance of family in pre-school and school-family collaboration in the preschool education, pre-school education activities outside the classroom, types of pre-school education and the last status pre-school education in Turkey and over the world. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to ensure general knowledge about preschool educational science to teacher candidates and to gain a perspective about preschool teaching as a profession. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Having knowledge about the basic concepts of preschool education and their meanings.  2. Understanding the importance of pre-school education and the principles.  3. Understanding the properties of teaching profession and preschool teacher.  4. Understanding the main roles of preschool teachers in the classroom, in the school and in the environment.  5. Having knowledge about basic views on preschool education  6. Having knowledge about physical and educational environment of the pre-school.  7. Comparison of pre-school education applications in different countries with Turkey.  8. Understanding the importance of family in preschool and having knowledge about how to ensure school-family collaboration.  9. Using the mass media in preschool education. as appropriate.  10. Having knowledge about preschool activities outside the classroom.  11. Having knowledge about types of preschool institutions and the status of preschool education on these days. | | | | | | | |
| **TEXTBOOK** | | | | | | Haktanır, G. (2010). *Okul Öncesi Eğitime Giriş*. Ankara: Anı Yayıncılık. Uyanık- Balat, G.( 2012). *Okul Öncesi Eğitime Giriş.* Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Oğuzkan, Ş. ve Oral, G. (1996). *Okul Öncesi Eğitim*. İstanbul: MEB.Demiriz, S.; Karadağ, A. ve Ulutaş, İ. (2010). *Okul Öncesi Eğitim* *Kurumlarında Eğitim Ortamı ve Donanım.* Ankara: Anı Yayıncılık.Ekiz, D. (2013). *Okul Öncesi Eğitime Giriş.* İstanbul: Lisans Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171911009 | **COURSE NAME** | Human Anatomy and Physiology |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1. | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY (✕) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** |
| %25 | | %50 | | | | %25 | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | |  | 50 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  | 50 |
| **PREREQUIEITE (S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, it is given the basic knowledge about human anatomy, physiology and terminology used in health science. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Giving basic knowledge about human anatomy and physiology | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION** | | | | | The knowledge of the anatomy and physiology give the teacher an idea of children requirements. With this knowledge the teacher will be able to create more effective learning environments and strategies. | | | | | | |
| **COURSE OUTCOMES** | | | | | Students taking this course will know about the human structure and developmental stages. Understands how the human body works. Will have knowledge about general diseases. Knows about simple medical terminology. | | | | | | |
| **TEXTBOOK** | | | | | Tunçel N, Aydın S, Zeytinoğlu M. (2006). *İnsan Anatomisi ve Fizyolojisi*. Eskişehir: Anadolu Üniversitesi Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | Arıncı, K, Elhan, A. (1997). *Anatomi, Cilt 1-2 (2. Baskı).* Ankara: Güneş Kitabevi.  Çimen, A. (1987). *Anatomi.* Bursa : Uludağ Üniversitesi Basımevi.  Dere, F. (1990). *Anatomi, Cilt 1-2* (2. Baskı). Adana: Okullar Pazarı Kitabevi.  Moore, K.L. (1992). *Clinically Oriented Anatomy* (3th Edition). Baltimore: Williams and Wilkins.  Netter F.H. (1994). *Atlas of Human Anatomy (Seventh Edition).* Ciba-Geigy Corporation.  Guyton, A.C., Hall, J.E. (1996). *Tıbbi Fizyoloji*. Nobel Tıp Kitabevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| CO**URSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Organization of the body |
| 2 | Basic structures of the body |
| 3 | Locomotor system |
| 4 | The skin |
| 5 | Nervous system |
| 6 | Sensory organs |
| 7-8 | MID-TERM EXAM |
| 9 | Endocrine system |
| 10 | Circulatory system |
| 11 | Respiratory system |
| 12 | Digestive system |
| 13 | Urinary system |
| 14 | Genital system |
| 15,16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171911010 | **COURSE NAME** | Intoduction to Psychology |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 3 | | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %25 | | | | %75 | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | There is no prerequisite or co-requisite for this course. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, description of psychology, history of psychology, branches of psychology (social, developmental, clinic), theories that searches the human psychology, biological Fundamentals of behaviour, adaptation, intelligence, sense, motivation, attention, memory, problem solving, forgetting, character, individual differences and defense mechanisms will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to gain to students knowing the basic concepts of psychology and understanding the human behaviour, emotion and cognition and apply the knowldge about the psychology | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course; Students  1. Know the basic concepts of psychology  2. Know the therotical and application subjects related with psychology  3. Apply person-in communication strategies and concepts learned in the conflict.  4. Understand the relationship between interpersonal  and may develop effective strategies in resolving conflicts.  5. Use the knowledge about learning, motivation and brain  6.Know the learning theories  7.Learn about the concepts used in the psychological profession will be | | | | | | | |
| **TEXTBOOK** | | | | | Atkinson, R.L., Hilgard, E.R., Atkinson, R.C. (1996). *Psikolojiye giriş* (Çev: Aysun Yavuz, Kemal Atalay, Mustafa Atalay). Sosyal Yayınlar. | | | | | | | |
| **OTHER REFERENCES** | | | | | Cüceloğlu, D. (2000). *İnsan ve davranışı.* İstanbul: Remzi Kitapevi.  Cliford, T.M. (2001). Psikolojiye giriş. Ankara: Meteksan Ltd.  Baymur, F. (1997). Genel psikoloji. İstanbul: İnkılap Kitapevi. Morris, C.G. (2002). *Psikolojiyi anlamak, (psikolojiye giriş).* (Çev. Edt: Belgin Ayvaşık, Melike Sayıl). Ankara: Türk Psikologlar Derneği. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | There is no recommended optional programme component  for this course. | | | | | | | |

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| C**OURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The İnput to Meet, the Course Content, Resources and Information on the Psychiatric Evaluation of the Promotion of Science |
| 2 | Psychology Theories and Fields |
| 3 | The Biological Basis of Behavior |
| 4 | Theories of Development |
| 5 | Theories of Development (Continue) |
| 6 | Personality and Personality |
| 7-8 | Midterm Exam |
| 9 | Theories Blockage and Conflict  Defense Mechanisms |
| 10 | Learning Theories |
| 11 | Motive, İmpulse, and Theories |
| 12 | Dealing with Concerns and Anxieties |
| 13 | Abnormal Behavior Psychology |
| 14 | Stress and Cope With Stress |
| 15-16 | Final Exam |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171911011 | **COURSE NAME** | Turkish I: Written Expression |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
| %70 | | - | | | %30 | | | | General Knowledge ( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 35 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 15 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | | Written | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | No | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Definition and importance of language; the relationship between language and culture; Basic features of written language and written communication, basic differences between written and oral language is. Expression: written and oral expression; subjective and objective communication; paragraph; types of paragraphs (introduction, development and conclusion paragraphs), the definition of text and types of texts (informative texts, literary texts); text that conditions (cohesion, coherence, intentionality, acceptability, conditionality, informative, intertextual relations), writing (essay, free writing, writing); stages of planned writing (topic, narrowing the topic, purpose, point of view, identifying the main and supporting ideas, outlining, paper layout); informative texts (petition, letter, news, decision, announcement / advertisement, report, official texts, scientific articles) on theoretical knowledge; studies on samples and writing practices; summarizing a text and background; correcting language and expression mistakes in written applications | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Understand the conscious of mother tongue and making a habit of using Turkish correctly by paying attention to the incorrect usage of Turkish. Comprehending interior and exterior structure of the text by giving an integrated point of view. Reminding the information about the types of composition (forms, didactic texts, and literature types) and applying the examples. Removing the deficiencies in that area. To become alive to the note taking and fast reading techniques as a precondition of appropriate use of language. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Being able to use Turkish language correctly and effectively 2. Having scientific and objective thinking skills 3. Having writing skills fitted with rules 4. Being able to use paragraphs correctly in writing 5. Being able to arrange written notice, bibliography and report 6. Understanding and expressing thoughts correctly 7. Being able to understand and summarize a book 8. Having note taking skills 9. Being able to write a story, poem etc 10. Gain morality of critical thinking and writing. 11. Learn writing types necessary for their daily activities | | | | | | |
| **TEXTBOOK** | | | | | | Beyreli, L., Çetindağ, Z. ve Celepoğlu, A. (2011). *Yazılı ve sözlü anlatım* (5. Baskı) Ankara: Pegem Akademi. | | | | | | |
| **OTHER REFERENCES** | | | | | | Ağca, H. (1999). *Yazılı anlatım*. Ankara:Gündüz Eğitim ve Yayıncılık.  Ağca, H. (2001). *Sözlü ve yazılı anlatımda Türkçenin kullanımı*. Ankara: Atatürk Kültür Merkezi Başkanlığı Yayınları.  Akbayır, S. (2010). *Yazılı anlatım: Nasıl yazabilirim?* Ankara: Pegem Akademi.  Dara, R. (2000). *Yazılı anlatıma giriş***.** Bursa:Asa Kitabevi.  Fray, N. ve Fisher, D. (2006). *Language arts workshop*. Ohaio: Merrill Prentice Hall.  Haris, K. R. ve Graham, S. (1996). *Making the writing process work: Strategies for composition and self regulation*. Cambridge: Brookline Boks.  Kavcar, C., Oğuzkan, F. ve Aksoy, Ö. (2005). *Yazılı ve sözlü anlatım.*Ankara: Anı Yayıncılık.  Oral, G. (2002). *Yine yazı yazıyoruz*. Ankara: Pegem Akademi.  Temur, T. ve Çakıroğlu, A. (2010). *Etkinliklerle yazılı ve sözlü anlatım.* Ankara: Pegem Akademi.  Tompkins, G. E. (2008). *Teaching writing. Balancing process and product.(5th ed.).* New Jersey Columbus, Ohio: Pearson Merrill Prentice Hall. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition and importance of language; language- culture relations; |
| 2 | Basic characteristics of writing language and written communication, main differences between written and oral language. |
| 3 | External structure and rules in written expression, dictation rules and punctuation marks; classroom practice. |
| 4 | Plan in writing theme, point of view, supporting ideas, writing paragraph; types of paragraphs; classroom practice. |
| 5 | Plan in writing theme, point of view, supporting ideas, writing paragraph; types of paragraphs; classroom practice. |
| 6 | Expression: written and oral expression; subjective expression, objective expression; composition concept, rules and plans in writing a composition, composition roof in elected writing, theme, classroom practice. |
| 7-8 | MID-TERM EXAM |
| 9 | Expression, forms of expression, classroom practice. |
| 10 | Paragraph review, classroom practice. |
| 11 | Thinking and expression of thinking; different writing types (memory, anecdote, story criticism, novel etc.), classroom practice. |
| 12 | Different writing types (memory, anecdote, story criticism, novel etc.), classroom practice. |
| 13 | Informative writings (auto biography, petition, report, announcement, bibliography, official writings, scientific writings, article et .), classroom practice. |
| 14 | Studies on samples and writing practices; summarizing a text and background; correcting language and expression mistakes in written applications |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171911005 | **COURSE NAME** | Atatürk’s Pr. & The History of Rev. I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( X )  ELECTIVE () | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | | %100 | | | | General Knowledge ( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The Description of the term “revolution”; major historical events in the Ottoman Empire to the end of World War I; a general overview of Mustafa Kemal’s life; certain associations and their activities; arrival of Mustafa Kemal to Samsun; the congresses, gathering of the last Ottoman Assembly and the proclamation of the “national oath”; opening of the Turkish Grand National Assembly; War of independence to the Victory of Sakarya; Victory of Sakarya; financial sources of the war of independence; grand counter-attack; Armistice of Mudanya; abolution of the Sultanate; Peace Conference of Lausanne. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | To help the students to appreciate the hard conditions under which the war of independence, under the leadership of Mustafa Kemal, was fought and how an independent Turkish state was created. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | To underline the idea that the national unity based on the principle “peace in the country peace in the world” can only be achieved through political, economic and military progress. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course; Students  1.Explains Principles of Atatürk and main concepts related to Revolution history.  1.1.Explians the concepts of Reform/Revolution.  1.2.Describes the concept of National Forces.  1.3.Explains the concepts of Republic/Democracy.  1.4.Recognizes the concept of Ideology.  2.Explains the main points of the period related to Turkish War of Independence and foundation of the Turkish State.  2.1.Explains the developments at Ottoman Empire before Turkish Revolution.  2.2.Describes the World War I and its results.  2.3.Explains Turkish War of Independence.  2.4.Recognizes Turkish Revolution.  2.5.Remembers the mian principles of Turkish foreign politics.  2.6.Explains Principles of Atatürk and their importance.  3.Explains the effects of the developments at Europe and World on Turkish Republic.  3.1.Explains the effects of European and World politics on Turkey and the results of them.  3.2.Describes the effects of Capitalism/Emperialism on Turkey.  3.3.Explains the relations / problems between Turkey and its neighbours.  3.4.Explains the importance of Turkey at Europe and World. | | | | | | |
| **TEXTBOOK** | | | | | | Turan, Ş. (1991-1995). *Türk Devrim Tarihi, C.I-II*. Ankara: Bilgi Yayınevi. | | | | | | |
| **OTHER REFERENCES** | | | | | | Ateş,T. (2001). *Türk Devrim Tarihi*. İstanbul: Der Yayınları.  Aybars,E. (2000). *Türkiye Cumhuriyeti Tarihi.* İzmir: Ercan Kitabevi.  Eroğlu, H. (1990). *Türk İnkılap Tarihi*. Ankara: Savaş Yayınları.  Kongar, E. (1999). *Devrim Tarihi ve Toplumbilim Açısından Atatürk*. İstanbul: Remzi Kitabevi.  Selek, S. (1987). *Anadolu İhtilali*. İstanbul:Kastaç A.Ş.Yayınları. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Balkan Wars. First World War and input to war Ottoman Empire. The fronts that Ottoman Empire fighted and the results of the war. |
| 2 | Revolution, evolution, rebellion, coup and reform. The characteristics of the Turkish Revolution. the reasons of collapse of the Ottoman Empire. |
| 3 | Mondros Armistice Agreeement and occupations on the Ottoman Empire. National İndependence War. The occupation of Izmir and effects of this occupation. The preparation period of National Independence War |
| 4 | The movement of Mustafa Kemal to Samsun and to be started the organization of Anadolu Revolution. Amasya Circular, Erzurum and Sivas Congresses, to be founded of the Deputation. |
| 5 | Opening of the TBMM. Rebellions against the TBMM. Sevr Treaty. To be founded "Kuva-yı Milliye" and national army. |
| 6 | Mudanya Armistice Agreement. Abolution of sultanate. Lausanne Treaty. Abolution of caliphate and lodges |
| 7-8 | MidTerm Exam |
| 9 | Constitutional developments in Turkey. Internal and external political developments in the period of Atatürk's and Inönü's. The political currents that effected Turkish revolution. Democratic law state. |
| 10 | The political currents that effected Turkish revolution. Democratic law state. |
| 11 | Establishment of the Turkish law and educational system |
| 12 | Nationalism, Etatism and Populism. |
| 13 | Securalism, Revoluationism |
| 14 | General ecalutation. |
| 15,16 | Final Exam |
| 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 ableto explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | X |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  |  | X |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  |  | X |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  |  | X |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171911007 | **COURSE NAME** | Foreign Language I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 3 | | 0 | 0 | | | 3 | 4 | | COMPULSORY ( X)  ELECTIVE () | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | | %100 | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | To be, possessive adjectives objective pronouns, indefinite & definite article, have got? has got? there is?/are? this, that adverb of place / time in, on, at, simple present, how often? frequency adverbs, simple present, related exercises, some, any, a lot, much, many, nobody/no one/ nothing somebody, anything, nowhere, not + any, no, non, not + anybody/ anyone/ anything, present cont.? and, so, because, but, past simple, past cont., future tense, modals | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of teaching foreign language is to provide teaching basic rules of foreign language, enhanceing foreign language vocabulary, understending reading and listening foreign language and expressing orally or in writing. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Candidate teachers reach information of social and professional life by knowing basic level a foreign language thanks to this course. | | | | | | |
| **COURSE OUTCOMES** | | | | | | Candidate teachers understand different social issues by reading English. Candidate teachers gain abilities of reading, writing daily life’s issues. Candidate teachers gain ability of talking about themselves. | | | | | | |
| TEXTBOOK | | | | | | Redston, C. (2006). *Face2face Elementary Course Book*. Great Britain: Cambridge. | | | | | | |
| OTHER REFERENCES | | | | | | Redston, C. (2006). *Face2face Elementary Course Book*. Great Britain: Cambridge. | | | | | | |
| TOOLS AND EQUIPMENTS REQUIRED | | | | | |  | | | | | | |

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| COURSE SYLLABUS | |
| WEEK | TOPICS |
| 1 | To Be, Possessive Adjectives Objective |
| 2 | Pronouns, Indefinite & Definite Article |
| 3 | Have Got? Has Got (9) |
| 4 | There Is?/Are ? |
| 5 | This, That Adverb Of Place |
| 6 | How Often ? Frequency Adverbs, |
| 7-8 | MID-TERM EXAM |
| 9 | Simple Present Contious |
| 10 | Simple Past |
| 11 | Past Contious |
| 12 | Future Tense |
| 13 | So, Because, But |
| 14 | Modals |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171911008 | **COURSE NAME** | Introduction to Educational Sciences |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| 1 | 3 | | 0 | | 0 | | 3 | | 4 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Culture Knowledge** | | | | **Elective Course** | | | | |
| %75 | |  | | %25 | | | | General Knowledge( ) Content Knowledge ( ) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | \_\_ | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Basic concepts of education, basic concepts of teaching and teaching as a profession, the development of teacher education in Turkey and innovations and developments in the field of teacher education, the legal foundations of education, the psychological foundations of education, the philosophical foundations of education, the historical foundations of education, the economical foundations of education, the psychological foundations of education, the political foundations of education, method in educational science, functions of education, looking, social change and innovation from the perspective of educational sciences, school as a social system, class as a social system and learning environment, Turkish Education System, alternative perspectives in education, criticisms about school and education. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to ensure general knowledge about educational science to teacher candidates and to gain a perspective about teaching as a profession. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1.Having knowledge about the basic concepts of education and their meanings. 2.Having knowledge about basic concepts of teaching and their contexts. 3.Understanding the properties of teaching profession. 4. Understanding the main roles of teachers in the classroom, in the school and in the environment.  5.Understanding the legal, social, psychological, philosophical, historical, economic, political foundations of education.  6.Analyzing the structure and function of the school. 7.Analyzing the class as a social system. 8. Interpreting and evaluating the different perspevtives to school and education.  9. Understanding the structure and function of Turkish Education System.  10.Analyzing the issues about school and education in national and international dimensions. | | | | | | |
| **TEXTBOOK** | | | | | | Şişman, M. (2011). *Eğitim Bilimine Giriş (9. baskı).* Ankara: Pegem A Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | | Şişman, M. (2011). *Eğitim Bilimine Giriş (9. baskı).* Ankara: Pegem A Yayıncılık.  Özden, Y. ve Turan, S. (Ed.). (2011). *Eğitim Bilimine Giriş (1. baskı).* Ankara: Pegem A Yayıncılık.  Küçükahmet, L. (Ed.). (2011). *Eğitim Bilimine Giriş (8. baskı).* Ankara: Nobel Yayın Dağıtım.  Demrel, Ö. ve Kaya, Z. (Ed.). (2011). *Eğitim Bilimine Giriş (6. baskı).* Ankara: Pegem A Yayıncılık.  Karip, E. (Ed.). (2011). *Eğitim Bilimine Giriş (4. baskı).* Ankara: Pegem A Yayıncılık.  Oktay, A. (Ed.). (2011). *Eğitim Bilimine Giriş (5. baskı).* Ankara: Pegem A Yayıncılık.  Karslı, M. D. (Ed.). (2010). *Eğitim Bilimine Giriş (3. baskı).* Ankara: Pegem A Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts, purpose and function of education |
| 2 | The historical foundations of education |
| 3 | The social foundations of education |
| 4 | The legal foundations of education |
| 5 | The political foundations of education |
| 6 | The economical foundations of education |
| 7-8 | MID-TERM EXAM |
| 9 | The philosophical foundations of education |
| 10 | The psychological foundations of education |
| 11 | Teaching as a profession |
| 12 | Research methods in educational sciences |
| 13 | The structure and properties of Turkish Education System |
| 14 | New dimensions and alternative perspectives about education |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171911014 | **COURSE NAME** | Occupational Ethics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | - | - | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge ( X ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | This course is no prerequisite or co-requisite. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Course content has been constructed on the axis of evaluation of the historical and conceptual framework and the samples in this direction. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Aimed to gain competencies related to occupational ethics in the course. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Since the ethical and moral principles constitute an essential element of putting on the practice of the profession, professional ethics course is to provide vocational training at the same time. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Identify the historical sources of occupational ethics. 2. Ethical and moral concepts acquainted. 3. To comply with occupational ethics. | | | | | | | |
| **TEXTBOOK** | | | | | Kuçuradi, I. (1999). *Etik* (1. Baskı) Ankara: Türkiye Felsefe Kurumu. | | | | | | | |
| **OTHER REFERENCES** | | | | | Haynes, F (2002). *Eğitimde etik* (Çev. S. K. Akbaş) (Orijinal Eserin Yayım Tarihi 1998). İstanbul: Ayrıntı Yayınları. Pieper, A. (1999). *Etiğe giriş* (Çev: Veysel Atayman, Gönül Sezer). İstanbul: Ayrıntı Yayınları.Çağatay, N. (1997). *Bir Türk kurumu olan Ahilik*. Ankara: Türk Tarih Kurumu Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, projection device. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Historical Status: Ahi community and investigation of Ahi Evran |
| 2 | Historical Status: Futuwwa (Turkish Islamic Guild) and investigation of Ahi Community |
| 3 | Conceptional investigation: Examining various approaches to morality |
| 4 | Conceptional investigation: Examining moral-ethical relationship |
| 5 | Practical plane: To examine the factors that play a role in the formation of morality |
| 6 | Practical plane: Morality investigation of the action |
| 7-8 | MIDTERM |
| 9 | Examining the side of the teaching profession |
| 10 | Examining the responsibility: what it means to act in the teaching profession |
| 11 | To examine the professional ethics |
| 12 | Examining the consequences of unethical behavior and corruption in professional life |
| 13 | Examining the concept of social responsibility |
| 14 | Individual accounting: Faculty members and students to perform internal accounting and factual debate on the morality of their actions |
| 15,16 | FINAL EXAM |

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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171911015 | **COURSE NAME** | Learning to Learn |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | - | - | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( X ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Learning to learn, include learning strategies and learning styles models. Techniques for learning strategies. Cognitive and affective learning strategies; iteration, meaning, organization, comprehension monitoring, motivation, attention, attitude, anxiety. With both cognitive and affective aspects of teaching learning strategies. Examination of models of learning styles.DinleyinFonetik olarak okuyun Sözlük | | | | | | | |
| **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** | | | | | Özer, B. (2001). Öğrenmeyi Öğretme. *Öğretimde Planlama ve Değerlendirme* (Editör: Mehmet Gültekin). Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, 161-174. | | | | | | | |
| **OTHER REFERENCES** | | | | | Sağlam, M. (1999). Uzaktan Eğitim Yoluyla Öğrenim Gören Sınıf Öğretmenlerinin Etkili Ders Çalışma ve Öğrenme Stratejilerini Uygulama Düzeyleri. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, Cilt 9, sayı1-2 Güz, ss. 17-35.  Somuncuoğlu, Y. ve Yıldırım, A. (1990). Öğrenme Stratejileri: Teorik Boyutları, Araştırma Bulguları ve Uygulama İçin Ortaya Koyduğu Sonuçlar. *Eğitim ve Bilim.* Yüksel, S. ve Koşar, E. (2001). Eğitim Fakültesi Öğrencilerinin Çalışırken Kullandıkları Öğrenme Stratejileri. *Çağdaş Eğitim,* 278, 29-36. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, projection, ppt presentations on models of learning styles and learning strategies, learning styles inventories. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The scope of learning to learn course. |
| 2 | Learning strategies; repetition, and meaning techniques. |
| 3 | Learning strategies, organizing and monitoring techniques. |
| 4 | Learning strategies, attention, motivation. |
| 5 | Learning strategies, attitudes and anxiety |
| 6 | Approaches for teaching learning strategies. |
| 7-8 | MIDTERM |
| 9 | Individual differences and learning styles in learning. |
| 10 | Learning style models. |
| 11 | Learning style models. |
| 12 | Learning style inventories. |
| 13 | The steps of the implementation of learning styles in the classroom, sample applications. |
| 14 | Action plans for parents about learning styles and strategies, and the concept of meta-cognition student. |
| 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 toprepare an implemention training plans according children's development characteristic , interests, needs, environmental and cultural features. |  |  | X |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | X |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  | X |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  |  | X |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  |  | X |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  |  | X |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
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**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171912001 | **COURSE NAME** | Mother-Child Health and Nutrition |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| II | 3 | | 0 | 0 | | | 3 | 5 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** |
| %50 | | %25 | | | | %25 | | | | | General Knowledge( )  Content Knowledge ( ) |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | The definition of maternal and child health, in our country and in the world of children's health status, formation of pregnancy, child development in the pregnancy, during pregnancy can be passed to diseases and accidents and impact of child's development  , physical development of children 0-6 years of age and follow-up, seen disease in children 0-6 years of age and prevention methods, vaccines, health problems of women family planning.  Definition of nutrition and importance of infant nutrition in Turkey and in the World; nutrition and food constituents; some concepts related to nutrition and sufficientand well-balanced nutrition; enrichment in terms of nutritional value of foods; nutrition principles of pregnancy period and nursing period; importance of a mother's milk and nursing; unufficientand well-unbalanced nutrition and losses; diseases related unufficientand well-unbalanced nutrition; nutritional problems in children;  foods suitable for children aged 0-6; preparing a menu for preschool age; sanitary and hygienic rules of preparing food; nutrition treatment for people with digestive problems /inborn metabolism disorders and nutrition treatment, nutrition for people with diabetes mellitus; dependent on ınsulin -obesity during childhood -assessment of growth. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to ensure general knowledge about maternal- child health, protect children from diseases, understand the importance of nutrition in healthy growth and development, to recognize the food constituents, planing to suitable for pre-school children a healthy diet. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1.Having knowledge about the basic concepts of mother-child health and their meanings.  2. Having knowledge about the cases of child health in our country and the world and compare.  3. Having knowledge about the child’s development in the pregnancy and when required to cooperate with relevant institutions and individuals.  4. Having knowledge about the mother’s diseases and accidents in the pregnancy and effects the child's development.  5. The follow-up physical development of children 0-6 years of age.  6. Having knowledge about the protect children from diseases.  7.Understanding the important children's vaccines for child health.  8. Having knowledge about the family planning.  9 Having knowledge about the basic first aid knowledge and skills.  10. Having knowledge about the sufficientand well-balanced nutrition  11. Having knowledge about the nutrition and food constituents.  12. Having knowledge about the sufficientand well-balanced nutrition will be lead to problems.  13. Having knowledge about the right approach to children health eating.  14. Having knowledge about nutritional needs in pre-school age  15. Preparing a menu for preschool age | | | | | | |
| **TEXTBOOK** | | | | | Turan, H. ve Cömert, S. (2010). *Anne-Çocuk Sağlığı.* Ankara: Kök Yayıncılık  Arlı, M., Şanlıer, N., Küçükömerler, S. ve Yaman, M. (2012). *Anne- Çocuk Beslenmesi*. Ankara: Pegem Akademi Yayınları. Ankara: Pegem Akademi Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | Akyıldız, N. (2002). *Anne-Çocuk Sağlığı*. İstanbul: Ya-pa Yayınları.  Baysal, A. (1999) *Genel beslenme bilgisi*. Ankara: Hatiboğlu Yayınevi.  Şanlıer, N. ve Arsoy, Y. (2010). *Anne- Çocuk Beslenmesi*. Ankara: Pegem Akademi Yayınları.  Şanlıer, N. Ersoy, Y. ( 2003). Çocuk ve beslenme. İstanbul: Morpa Yayınları.  Şanlıer, N. ve Ersoy Y.   (2005). *Anne ve çocuk için beslenme prensipleri*. İstanbul: Morpa Yayınları Bilir, Ş. (1994). *Ana ve çocuk sağlığı.* Ankara: Alkım Yayınları. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projection | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The importance of mother and child health |
| 2 | The situation of mother and child health in Turkey and in the world |
| 3 | Anatomy and physiology of reproductive organs |
| 4 | Pregnancy, birth, puerperium |
| 5 | Family planning |
| 6 | Properties of newborns, frequent problems of newborns |
| 7-8 | MIDTERM |
| 9 | Frequent diseases in childhood period (respiratory tract infections, diarrhea, urethra and parasitical infections, diseases of metabolism system) |
| 10 | Contagious diseases |
| 11 | Vaccine and immunization |
| 12 | Baby and child care |
| 13 | Mother and child nutrition (nutritional elements, baby nutrition, nutrition of preschool children, nutrition of pregnants and breast-feeding mothers, preparation of menu for preschool children) |
| 14 | Nutrition problems |
| 15,16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171912004 | **COURSE NAME** | Turkish II: Oral Expression |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
| %50 | |  | | | | %50 | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 35 |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 15 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Oral | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | No | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The basic features of verbal language and communication. Verbal expression; The basic features of speaking ability (using the body and natural language) ; the basic principles of an effective speaking; The basic features of an effective speaker (stress, intonation, discontinuance; diction etc.). Prepared and unprepared speaking; phases of prepared speaking (selection and limitation of the subject; aim, view, determining the main and supporting ideas, planning, writing the text; presentation of speaking). types of speaking: (mutual speaking, conversation, introducing oneself, answering the questions, christmas, birth day, feast etc. celebrate an important event, telling the way, speaking on a phone, asking for a job, interviewing with someone, radio and television speeches, joining to various culture, art program mesas a speaker etc. ). Speaking on different subjects’ unpreparely, studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Gaining basic knowledge and skills about voice education; paying attention to the results of the deficiencies in this subject. Showing the ways for effective speech with the basis of some techniques to the preparation before speech, introduction to speech and helping speech. With this regards, attract attention to the harmony between content of speech and body language. Raising the ability of meaning, reading-listening to the upper level. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Understand the sound structure of Turkish and gain pronunciation and diction suitable to this. 2. Understand basic features of the ability of listening and speaking. 3. Learn types of verbal expression and perform these 4. Acquire the ability of speaking before crowd. 5. Gain the skill of harmonious use of body language along with speaking 6. Grasp the importance of voice usage for the effective speaking 7. Gain the ability of affective speaking unprepared about different topics | | | | | | | |
| **TEXTBOOK** | | | | | Beyreli, L., Çetindağ, Z. ve Celepoğlu, A. (2011). *Yazılı ve sözlü anlatım* (5. Baskı). Ankara: Pegem Akademi. | | | | | | | |
| **OTHER REFERENCES** | | | | | Ağca, H. (2001). *Sözlü ve yazılı anlatımda Türkçenin kullanımı*. Ankara: Atatürk Kültür Merkezi Başkanlığı Yayınları.  Akbayır, S. (2011). *Sözlü anlatım: Nasıl konuşabilirim?* Ankara: Pegem Akademi.  Fray, N. ve Fisher, D. (2006). *Language arts workshop*. Ohaio: Merrill Prentice Hall.  Kavcar, C., Oğuzkan, F. ve Aksoy, Ö. (2005). *Yazılı ve sözlü anlatım*.Ankara: Anı Yayıncılık.  Temur, T. ve Çakıroğlu, A. (2010). *Etkinliklerle yazılı ve sözlü anlatım.* Ankara: Pegem Akademi. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The basic features of verbal language and communication. Verbal expression; The basic features of speaking ability (using the body and natural language), classroom practice. |
| 2 | The basic principles of an effective speaking; The basic features of an effective speaker (stress, intonation, discontinuance; diction etc.), classroom practice. |
| 3 | Prepared and unprepared speaking; phases of prepared speaking (selection and limitation of the subject; aim, view, determining the main and supporting ideas, planning, writing the text; presentation of speaking), classroom practice. |
| 4 | Types of speaking: (mutual speaking, conversation, introducing oneself, answering the questions, christmas, birth day, feast etc. celebrate an important event, telling the way, speaking on a phone, asking for a job, interviewing with someone, radio and television speeches, joining to various culture, art program mesas a speaker etc. ), classroom practice. |
| 5 | Types of speaking: (mutual speaking, conversation, introducing oneself, answering the questions, christmas, birth day, feast etc. celebrate an important event, telling the way, speaking on a phone, asking for a job, interviewing with someone, radio and television speeches, joining to various culture, art program mesas a speaker etc. ), classroom practice. |
| 6 | Types of speaking: (mutual speaking, conversation, introducing oneself, answering the questions, christmas, birth day, feast etc. celebrate an important event, telling the way, speaking on a phone, asking for a job, interviewing with someone, radio and television speeches, joining to various culture, art program mesas a speaker etc. ), classroom practice. |
| 7-8 | MID-TERM EXAM |
| 9 | Types of speaking: (mutual speaking, conversation, introducing oneself, answering the questions, christmas, birth day, feast etc. celebrate an important event, telling the way, speaking on a phone, asking for a job, interviewing with someone, radio and television speeches, joining to various culture, art program mesas a speaker etc. ), classroom practice. |
| 10 | Speaking on different subjects’ unpreparely, studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches, classroom practice. |
| 11 | Speaking on different subjects’ unpreparely, studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches, classroom practice. |
| 12 | Studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches, classroom practice. |
| 13 | Studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches, classroom practice. |
| 14 | Studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches, classroom practice. |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171912005 | **COURSE NAME** | Atatürk’s Pr. & The History of Rev. II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( X ) ELECTIVE () | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | | %100 | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course;  The revolutions in politics, political parties and attempts to transition to multi-party political life, the revolutions in law, reorganization of social life, reforms in the economic field;  Turkish foreign policy in the period 1923-1938, Turkish foreign policy after Ataturk, Principles of Turkish Revolution (republicanism, populism, secularism, reformism, socialism, nationalism), complementary principles topics will be discussed. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | To help the students to appreciate the hard conditions under which the war of independence, under the leadership of Mustafa Kemal, was fought and how an independent Turkish state was created. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | To underline the idea that the national unity based on the principle “peace in the country peace in the world” can only be achieved through political, economic and military progress. | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course; Students  1. Explains Principles of Atatürk and main concepts related to Revolution history.  1.1. Explains the concepts of Reform/Revolution.  1.2. Describes the concept of National Forces.  1.3. Explains the concepts of Republic/Democracy.  1.4. Recognizes the concept of Ideology.  2. Explains the main points of the period related to Turkish War of Independence and foundation of the Turkish State.  2.1. Explains the developments at Ottoman Empire before Turkish Revolution.  2.2. Describes the World War I and its results.  2.3. Explains Turkish War of Independence.  2.4. Recognizes Turkish Revolution.  2.5. Remembers the mian principles of Turkish foreign politics.  2.6. Explains Principles of Atatürk and their importance.  3. Explains the effects of the developments at Europe and World on Turkish Republic.  3.1. Explains the effects of European and World politics on Turkey and the results of them.  3.2. Describes the effects of Capitalism/Emperialism on Turkey.  3.3. Explains the relations / problems between Turkey and its neighbours.  3.4.Explains the importance of Turkey at Europe and World | | | | | | |
| **TEXTBOOK** | | | | | | Turan, Şerafettin (1995). *Türk Devrim Tarihi (3. ve 4. Kitap).* Ankara: Bilgi Yayınevi. | | | | | | |
| **OTHER REFERENCES** | | | | | | Timur, Taner. (1997). *Türk Devrimi ve sonrası*. Ankara: İmge Kitabevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic qualities of Revolutions & Turkish Revolution |
| 2 | Currents of Affecting the Turkish Revolution |
| 3 | Democratic State of Law |
| 4 | Establishment of the Turkish Law System |
| 5 | Establishment of the Turkish Education System |
| 6 | Restructuring of the Turkish Economy |
| 7-8 | MID-TERM EXAM |
| 9 | Nature of the General Principle of Principles and Republicanism |
| 10 | Nationalism Policy |
| 11 | Principles of Populism and Statism |
| 12 | Laicism Policy |
| 13 | Policy Revolution |
| 14 | Criticisms and Responses Against Atatürk |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171912007 | **COURSE NAME** | Foreign Language II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 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** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Present Perfect ,Present Perfect Continuous , Adjectives , Adjectives & Adverbs , Adjectives & Adverbs , Passives , Passives , Conditionals , Relative Clause , Relative Clause , Noun Clause, Reported Speech, Gerunds And Infinitives . | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of teaching foreign language is to provide teaching basic rules of foreign language, enhanceing foreign language vocabulary, understending reading and listening foreign language and expressing orally or in writing. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Candidate teachers reach information of social and professional life by knowing basic level a foreign language thanks to this course. | | | | | | |
| **COURSE OUTCOMES** | | | | | | Candidate teachers understand different social issues by reading English. Candidate of Classroom teachers gain abilities of reading, writing daily life’s issues. Candidate of Classroom teachers gain ability of talking about themselves. | | | | | | |
| **TEXTBOOK** | | | | | | Redston, C. (2006). *Face2face Elementary Course Book.* Cambridge: Great Britain. | | | | | | |
| **OTHER REFERENCES** | | | | | | Arslan, A. (2009). *English Panorama.* Ankara: Key Publishing. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Present Perfect, Present Perfect Contious |
| 2 | Adjectives |
| 3 | Adjectives & Adverbs |
| 4 | Adjectives & Adverbs 2 |
| 5 | Passives |
| 6 | Passives 2 |
| 7-8 | MID-TERM EXAM |
| 9 | Conditionals , |
| 10 | Conditionals 2 |
| 11 | Relative Clause , |
| 12 | Noun Clause |
| 13 | Noun Clause 2 |
| 14 | Reported Speech, Gerunds And Infinitives . |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171912010 | **COURSE NAME** | Basis of Information and Communication Technology |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | | **LANGUAGE** |
| 2 | 1 | | 2 |  | | | 2 | 4 | | COMPULSORY (X)  ELECTIVE ( ) | | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | | |
|  | |  | | | | %100 | | | General Knowledge( ) Content Knowledge ( ) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** | |
| Mid-Term | | | | | | 1 | 30 | |
| Quiz | | | | | |  |  | |
| Homework | | | | | | 1 | 40 | |
| Project | | | | | |  |  | |
| Report | | | | | |  |  | |
| Others (………) | | | | | |  |  | |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 30 | |
| **PREREQUIEITE(S)** | | | | | There are no prerequites for this course | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course;  Basic concepts related to computer assisted instruction, elements, theoretical foundations, benefits and limitations, application procedures, common formats used in computer assisted instruction, evaluation and selection of educational software, distance learning applications,adverse effects computer and internet on children / young people and prevention of this effect will be discussed. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to gain ability to use computers and the internet effectively in undergraduate education and professions of students.. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Theusage of computerand internet technologiesactivelywillpositivelyaffectthequalityandefficiency of education | | | | | | | | |
| **COURSE OUTCOMES** | | | | | * -Explaintheadvantagesanddisadvantages of theuse of computersandthe Internet in education. * Givesgivesexamples of primaryeducation on theuse of computersandthe internet. * Definesthebasicconcepts of computer-aidedinstruction. * Describes how topracticecomputerassistedinstruction. * Searcheseducationalsoftwares in thefield. * Preparessimpleeducationalsoftwares. * Prepares video using video programs. * Givesexamples of distanceeducationapplications. * Explains how tousesocialnetworking in primaryeducation. * Prepares a presentations using presentation program on Internet. * Prepares a personal blog. * Prepares Wiki page with others. * Creates course page on internet. * Follows internet usage ethics rules. | | | | | | | | |
| **TEXTBOOK** | | | | | Pekmen, S. ve Tezci, E. (2011). *Eğitimde teknoloji entegrasyonu*. Ankara: Pegem A Yayıncılık. | | | | | | | | |
| **OTHER REFERENCES** | | | | | Güneş, A. (2009). *Bilgisayar I-II*. Pegem A Yayıncılık. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computerandprojection | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic terms of computeraidededucation |
| 2 | Theoreticalbasicsandelements of computeraidededucation |
| 3 | Benefitsandlimitations of computeraidededucation |
| 4 | Implicationmethods of computeraidededucation |
| 5 | Widespreadforms of computeraidededucation |
| 6 | Evaluation andchoice of coursesoftwares |
| 7-8 | Midterm |
| 9 | Distanceeducationimplications |
| 10 | Implications of databases |
| 11 | Implications of wordproccessingprograms |
| 12 | Preparing a presentationbyusingpresentationprograms |
| 13 | Preparingvideosbyusingappropriateprograms |
| 14 | Negativeeffects of computersand internet forchildren/youngpeople, andprevention of theseeffects |
| 15-16 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be abletouseTurkishlanguagesuitableforrules, effectivelyandproperly, andtocommunicateeffectivelywithstudents. |  | X |  |
|  | Becomes a teacherwhobelieves in principlesandreforms of Atatürk, believes in democracyandtherule of law, aware of Turkishnational, spiritual, moral andculturalvalues, andshowsawareness of them in teachingprofession. | X |  |  |
|  | Havepedagogicalknowledgeabout his/her professionarea, knowingcontemporaryteachingmethodsandtechniques, methods of measurementandevaluationandappliesthem. |  | X |  |
|  | Be abletousematerials, informationtechnologyandcommunicationtechnologyforrequiredpreschooleducation . | X |  |  |
|  | Recognizesthepre-schooleducationinstitutions, referstothecharacteristics, haveknowledgeaboutfeatures of preschoolteachers. |  |  | X |
|  | Be abletofollowcurrentnationalandinternationaldevelopmentaboutpreschooleducationfield. |  | X |  |
|  | Be abletotakeresponsibilityindividuallyand as a member of grouptosolvetheproblemsfaced in practice of preschooleducationfield. |  |  | X |
|  | Be abletohaveknowledgeandinformationaboutthemanagement in preschooleducationinstitutions |  |  | X |
|  | Be abletodesignlearningenvorimentssupportindividualandcollaborativeaccordingchildren'sdevelopmentandculturalcharacteristics. |  | X |  |
|  | Be abletocollaboratewithfamilies, communities, andotherindividualsandtocontributetochildren'sdevelopmentandlearning. |  |  | X |
|  | Be abletousemultipletoolsandmethods of earlychildhoodassessmentstocontinuouslymonitoranddocumentchildren’sprogressandtoguideinstruction. |  | X |  |
|  | Be abletoprepare an implementiontrainingplansaccordingchildren'sdevelopmentcharacteristic , interests, needs, environmentalandculturalfeatures. |  | X |  |
|  | Be abletotoexplainaims, principles, vision, mission, structureandfunctioning of Turkisheducationsystem, classroommanagementapproachesandconceptsrelatedtoeducation. |  |  | X |
|  | Acquire modern knowledgeandpracticeskillsaboutpreschooleducation and child development. |  | X |  |
|  | Haveknowledgeaboutchildren’scognitive, psycho-social, emotional, moral, language development, self-careskills, sexualdevelopmentandphysicalproperties in thepreschoolperiod. |  |  | X |
|  | Haveknowledgephysiologicalandanatomicalcharacteristics of preschoolchildrenand can evaluatethemwiththecharacteristics of physicaldevelopment. |  |  | X |
|  | Be abletoprepare an implementionthedifferentactivities, such as sciencemathematics, music, games, art, drama, Turkishlanguageandliteracypreparation, thatsupportpre-schooleducation. |  |  | X |
|  | Be abletorecognizechildrenwhodevelopdifferently, tounderstandthecharacteristics of thesechildrenand be abletointroducespecialpracticestosupportthemboth at homeandschool. |  |  | X |
|  | Followsinnovations in educationaltechnology, appliestheseinnovations in theclassroomenvironment. |  |  | X |
|  | Providesindividualandprofessionaldevelopmentbyhavinglifelonglearningawarenessandlearnslearningtolearn. | X |  |  |
|  | Reachesknowledgeabout her/his professionareabyusing a foreignlanguage at a basiclevel. | X |  |  |
|  | Be abletorecognizethe general characteristics of parentswhohavechildren in thepreschoolperiod as well as thechildren'sneeds in health, nutrition, education, and be abletousebasicfirstaidskills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completelycontribution. | | | | |



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171912008 | **COURSE NAME** | Child and Media |

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

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introductions, Basics |
| 2 | Media’s Role in Child Development: Cognitive and Language Development |
| 3 | Media’s Role in Child Development: Cognitive and Language Development |
| 4 | Media and Childhood Obesity |
| 5 | Media Violence – I |
| 6 | Media Violence – Ii |
| 7-8 | MIDTERM |
| 9 | Media and Children Rights |
| 10 | Child, Family and Media |
| 11 | Child, School and Media |
| 12 | Media Literacy |
| 13 | Project Presentations |
| 14 | Project Presentations |
| 15,16 | FINAL EXAM |

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



**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education Program, Course Content**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171912009 | **COURSE NAME** | Technology Literacy |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | - | - | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( X ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, basic concepts related to technology literacy, internet technologies, current educational practices, current technology used in education, the Internet and technology security, internet and education, lifelong learning, will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | |  | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The end of this course, candidate teachers will learn the basic concepts related to technology literacy, know the current technologies and educational technology, able to use the latest technologies in everyday life and in educational environments, realize and follow evolving and emerging technologies | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Knows basics of technology literacy. 2. Knows basics of internet and technology safety. 3. Composes educational contents by using technology. 4. Learns basics of lifelong learning. | | | | | | | |
| **TEXTBOOK** | | | | | Ellul, Jacques (2003). *Teknoloji Toplumu* (Çev. Musa Ceylan). İstanbul: Bakış Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Odabaşı, F. (2000). *Toplumsal Etkiler ve Teknoloji* Okuryazarlığı http://home.anadolu.edu.tr/~fodabasi/doc/ty2.swf | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is technology, what is technology literacy, basic concepts about technology literacy. |
| 2 | definition of internet technolgies in education, sample applications. |
| 3 | Efficient presentation techniques, how people learn?, what to do before presentation, presentation strategies, technologies for efficient presentation. |
| 4 | Current education applications, smart boards, technolgies used for smart boards, tools and software for smart boards |
| 5 | Current education applications, mobile devices, technologies used at mobile devices, mobile applications. |
| 6 | Current education technologies, specific technologies, using educational technologies in education. |
| 7-8 | MIDTERM |
| 9 | media literacy, basics of media literacy, communication in society, social societies, virtual world, family, child and media |
| 10 | internet and technology safety, using internet and technology safely, possiple threats and solutions, security at educational technologies. |
| 11 | What is storyboard, how to prepare a storyboard?, planning,designing and evaluating a story with pictures, using pictures and videos in education. |
| 12 | Using internet in education, using content and informations from internet in education, copyrights of contents on internet, supplying educational content from internet. |
| 13 | Evaluating and discussing student's projects |
| 14 | Evaluating and discussing student's projects |
| 15,16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education. | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | X |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  | X |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  | X |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  |  | X |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  | X |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | X |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  |  | X |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | X |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  | X |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  | X |  |
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**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** | 171913001 | **COURSE NAME** | Development in Early Childhood Period I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 3 | 3 | | 0 | 0 | | | 3 | 4 | | COMPULSORY ( X ) ELECTIVE () | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
| %50 | | %50 | | | %0 | | | | General Knowledge( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | 1 | 40 |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | |  |  |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, definition and importance of development in early childhood period; requirements of children in early childhood; physical development, motor development, cognitive development and language development in early childhood period will be handled. | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to know cognitive, language and physical development in early childhood period. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | |
| **COURSE OUTCOMES** | | | | | | 1.Having knowledge about the definition and importance of early childhood period.  2.Having knowledge about the cognitive development in early childhood period.  3.Having knowledge about the language development in early childhood period.  4.Having knowledge about the physcial development in early childhood period. | | | | | |
| **TEXTBOOK** | | | | | | Diken, H. İ. (2010). *Erken çocukluk eğitimi*. Ankara: Pegem Akademi Yayınları | | | | | |
| **OTHER REFERENCES** | | | | | | Fazlıoğlu, Y. (2013). *Erken çocukluk gelişimi ve eğitimi.* İstanbul: Paradigma Akademi Yayınları.  San -Bayhan, P., Artan, İ. (2004). *Çocuk gelişimi ve eğitimi.* İstanbul, Morpa.  Güven, N., Bal, S. (2002). *Dil gelişimi ve eğitim.* İstanbul: Epsilon.  Baykoç –Dönmez, N., Abidoğlu, Ü. (2000). Okul *öncesi dönemde dil gelişimi ve etkinlikleri.* İstanbul: Ya-Pa.  Topbaş, S., Maviş, İ. ve Ege, P. (2005). *Dil ve kavram gelişimi* (Edit: Seyhun Topbaş). Ankara, Kök Yayıncılık. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition and Importance of Development in Early Childhood Period |
| 2 | Requirements of Children in Early Childhood |
| 3 | Definition and Importance of Cognitive Development in Early Childhood Period |
| 4 | Cognitive Development Approaches in Early Childhood Period I |
| 5 | Cognitive Development Approaches in Early Childhood Period II |
| 6 | Supporting Cognitive Development of Children in Early Childhood Period |
| 7-8 | MID-TERM EXAM |
| 9 | Definition, Importance and Concepts of Language Development in Early Childhood Period |
| 10 | Creator Systems of Language and Relationship Between Thought and Language |
| 11 | Language Development Approaches in Early Childhood Period I |
| 12 | Language Development Stages and Their Characteristics in Early Childhood- Supporting Cognitive Development of Children in Early Childhood Period |
| 13 | Definition and Importance of Physical Development in Early Childhood |
| 14 | Physcial Growth and Motor Development Stages in Early Childhood |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171913002 | **COURSE NAME** | Science Education in Preschool |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 3 | 2 | | 2 | 0 | | | 3 | 4 | COMPULSORY ( X)  ELECTIVE ( ) | | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** | |
| %25 | | %75 | | | |  | | | | | General Knowledge( )  Content Knowledge ( ) | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 20 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (TermPaper) | | | | | 1 | | 20 |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, the place of the science education in life and the importance of positive attitudes towards science, basic science concepts and concept stages of learning, science education approaches, the development of skills to use the science in learning and living concepts to children, the development of science process skills used in teaching methods of science and techniques of science education inside and outside of the classroom, the roles of community, families and the teachers for bringing the scientific thinking , planning appropriate activities to preschool science education program, implementation and evaluation issues will be addressed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To learn importance, situation, aims, feasibility activities and information and skill of concerned this science and nature activities in early childhood education, skills of scientific thinking teaching technics activity and material prepare as to these technics. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Learning of science and nature activities in early childhood education  2. Skills of scientific thinking teaching technics  3. Activity and material prepare as to these technics. | | | | | | | |
| **TEXTBOOK** | | | | | Akman, B., Uyanık Balat, G. Ve Güler, T. (2014). *Okul öncesi dönemde fen eğitimi* (4. Baskı). Ankara:Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Özdaş, A. (Edt) (2002*). Okul öncesinde fen ve matematik öğretimi.* Eskişehir: Anadolu Üniversitesi Yayınları.  Macaroğlu Akgül, E. (2004). *Fen ve doğa etkinlikleri.* İstanbul: Morpa Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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

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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 |



**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** | 171913003 | **COURSE NAME** | Music Education in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 1 | | 2 | 0 | | | 2 | 4 | | COMPULSORY (X)  ELECTIVE ( ) | | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 40 |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Others (………) | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | There is noprerequisiteorco-requisiteforthiscourse. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, the role and importance of music in preschool education, basic concepts of music (music education), the development of tonal sense, the development of rhythmic perception, sound, tempo, rhythm, timbre), the purpose of music education, principles, children in development of skills related to music, the relationship between the development of the fields of music, education, environment, regulation, place the instrument in the music event, the work done in the pre-school music activities; audio listening and discrimination studies, rhythm exercises, breathing open and singing, creative movement and dance, music history, music events according to pre-school education program planning, implementation and evaluation issues will be addressed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Create awareness about using music in ece environment and make students benefit from music in their classrooms. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | * Understands the importance and purpose of using music in preschool education. * Tells the effects of music to the development of children. * Tells the effects of music to the language development of children. * Tells the effects of music to the social-emotional development of children. * Tells the effects of singing songs collectively. * Tells the effects of playing musical instruments. * Tells the effects of listening to music. * Uses appropriate implications for children’s developmental stage and musical skills. * Exhibits rhymes, count, sing, musical plays. * Improves the child's sense of rhythm, sense of hearing, musical knowledge and desire. * Implies activities which improve using sound, singing the song in right way, listening to the sound, discrimination, voice production, creative movement, dance. * Designs a rhytm tool. * Plays children's songs by creating polyphonic rhythms. | | | | | | | |
| **TEXTBOOK** | | | | | Kılıç, I. (2012). *Okul öncesinde müzik eğitimi* (2. Baskı). Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Akkaş, S. (2000). *Orff çalgıları ve blokflüt ile müzik eğitimi*. Ankara: Bilgi Ders Kitapları.  Akkaş, S. (2005). *Eğitim fakülteleri ve sınıf öğretmenliği bölümleri için müzik öğretimi.* Ankara: Bilge Ders Kitapları.  Sun, M. (2006). *Kır Çiçekleri.* Ankara: Sun Yayınevi.  Öztuna, Y. (2006). Büyük Türk musikisi ansiklopedisi I-II. Ankara: Orient Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171913004 | **COURSE NAME** | Visual Arts Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 5 | 1 | | 2 | 0 | | | 2 | 4 | | COMPULSORY ( X ) ELECTIVE () | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
| %50 | | %50 | | | %0 | | | | General Knowledge( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | 1 | 30 |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | | 1 | 20 |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, defition, aims and functions of art education ; place and importance of art education in educational system; basic art education,; history of art education; role and ımportance of art education in contemporary education; recognition and evaluation of a art work; development steps of child drawings; outcomes of preschool children in art education; methods and techniques, used materials of visual arts education in pre-school education; museum education issues will be handled. | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to understand the importance of art education and knowing outcomes of preschool children in art education | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Have knowledge about the importance of arts education.  2. Have knowledge about the art education.  3.Have knowledge about outcomes of preschool children in art education  4. Have knowledge about development steps of child drawings.  5. Choose the appropriate materials for art activities.  6. Designs art activities for children. | | | | | |
| **TEXTBOOK** | | | | | | Alakuş, A.O., Mercin, L., Ayaydın, A. ve Üstün, V. (2010). *Sanat eğitimi ve görsel sanatlar öğretimi*. Ankara: Kök Yayıncılık. | | | | | |
| **OTHER REFERENCES** | | | | | | Abacı, O. (2010). *Okul öncesi dönem çocuklarında görsel sanat eğitimi.* İstanbul: Morpa Kültür Yayınları  Ayaydın, A. (2010). *Çoklu zeka tabanlı görsel sanatlar eğitimi*. Ankara: Gündüz Yayınları.  Özsoy, V. (2010). *Görsel sanatlar eğitimi resim iş eğitiminin tarihsel ve düşünsel temelleri.* Ankara: Gündüz Yayınları.  Artut, K. (2000). *Sanat eğitimi kuramları ve yöntemleri.* Ankara: Anı Yayıncılık. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Defition, aims and functions of art education -Place and importance of art education in educational system |
| 2 | Basic Art Education- History of Art Education |
| 3 | Role and importance of art education in contemporary education |
| 4 | Recognition and Evaluation of a art work |
| 5 | Development steps of child drawings |
| 6 | Outcomes of preschool children in art education |
| 7-8 | MID-TERM EXAM |
| 9 | Methods and techniques, used materials of visual arts education in pre-school education |
| 10 | Museum Education |
| 11 | Watercolor technic -pastelcolor technic |
| 12 | Origami technic |
| 13 | Three dimension forms with clay studies |
| 14 | Glass stained studies |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171913005 | **COURSE NAME** | Educational Sociology |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | **COURSE OF** | | | | | |
| **Theory** | **Practice** | **Labratory** | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | 0 | 0 | | 2 | 3 | | 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** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | In this course, the definition of sociology, the sub-branches of sociology, definition of educational sociology, scope and development, socialization, social functions of education, alienation and education, social mobility and education, immigration, media, globalization and their effects on the educational system, the school as a social system topics will be discussed. | | | | | | |
| **COURSE OBJECTIVES** | | | | To analyze the functional relationship between education and other social institutions. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | Contributes to the development of professional knowledge and skills. | | | | | | |
| **COURSE OUTCOMES** | | | | * Recognizes the location between of social institutions for sociology of education * Analyses the effects on socialization for education * Provides definitions to social functions of education * Provides definitions for the effects on social changing of education * Defines to relation of society and education as macro terms * Defines education in sociology of education as micro terms | | | | | | |
| **TEXTBOOK** | | | | Özdemir, M.Ç. (Edt) (2014). *Eğitim sosyolojisi.* Ankara: Pegem Akademi Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | Tezcan, M. (2012). *Eğitim sosyolojisi.* Ankara: Anı yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | Books-Articals | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Sociology of Education in microandmacro plan |
| 2 | Education, Sociology of education, its contents |
| 3 | Sociology of education, field and importance |
| 4 | Education as a social phenomenon |
| 5 | Socio-economical and cultural functions of education |
| 6 | Right of equal opportunity in education |
| 7-8 | MID-TERM EXAM |
| 9 | The importance of education in socialization  Micro Sociology of Education |
| 10 | The importance of family in education |
| 11 | School education (formal education) |
| 12 | Tutor-student relationship |
| 13 | Social functions of education |
| 14 | The role of education in social change |
| 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 |



**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** | 171913006 | **COURSE NAME** | Principles and Methods of Teachıng |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 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** | | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | There are no prerequisite for this course | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, basic concepts related to education and training, the scope of education and training, the importance and benefits of planned teaching, planning of teaching (monthly training plan, daily training flow and activity plan), learning and teaching strategies, teaching methods and techniques, and their relationship with the practice, teaching tools and supplies, teacher's role and responsibilities in enhancing the quality of teaching, teacher qualifications are discussed. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Planning of teaching activities for the realization of an effective training, student-centered learning approaches used in the regulation of the teaching-learning processes, for the implementation of instructional strategies and teaching methods and techniques to develop the knowledge and skills. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | Knows the basic concepts of education and training.  Analyze the program development process.  Recognize the elements of program development.  Queries relationships between the components of the program development process.  Explain the principles of teaching.  Examines the different approaches to learning.  Determine the teaching strategies which are appropriate the purpose, content and student properties.  Uses different teaching methods and techniques. Effectively plan educational activities.  Describes the plan types which are used in teaching.  To make a plan of teaching appropriate for field by using appropriate teaching strategies, methods and techniques. | | | | | | |
| **TEXTBOOK** | | | | | | Duman, B. (2011). *Öğretim ilke ve yöntemleri*. Ankara: Anı Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | | Demirel, Ö. (2011). *Öğretim ilke ve yöntemleri “öğretme sanatı”.* Ankara: Pegem Akademi Yayıncılık.  Hesapçıoğlu, M. (2011). *Öğretim ilke ve yöntemleri.* Ankara: Nobel Yayın Dağıtım.  Sönmez, V. (2010). *Öğretim ilke ve yöntemleri.* Ankara: Anı Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts |
| 2 | Program to analyze the development process |
| 3 | Examination of elements of the program development process |
| 4 | Planning of the teaching process |
| 5 | Approaches to learning |
| 6 | Teaching strategies |
| 7 | Mid-term exam |
| 8 | Teaching methods and techniques |
| 9 | Teaching methods and techniques |
| 10 | Teaching methods and techniques |
| 11 | Teaching tools and equipment |
| 12 | The duties and responsibilities of the teacher to improve the quality of instruction |
| 13 | Teacher competencies |
| 14 | Planning teaching activities |
| 15 | Final Exam |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171913007 | **COURSE NAME** | School Experience |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | | **TYPE** | **LANGUAGE** |
| 3 | 1 | | 4 | 0 | | | 3 | 5 | | | COMPULSORY (X ) ELECTIVE ( ) | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
| %100 | |  | | | |  | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 30 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | | 1 | | 20 |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Observing the teacher and students daily life in school, observing teacher organization of the course, how to divide the course into stages, how to apply the form of teaching and techniques, how to use activities in the class, how to manage the course and classroom control, how to finish the course and how to assess the student works. Examining the organization structure of the school, responsibility of school headmaster and school relation with society. Preparing portfolio reflecting school experience studies. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Develop observation skills to prepare prospective teachers and school environment | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | . | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Develop skills in asking questions.  2. Course and classroom management skills improve.  3. Develop skills in assessing student work.  4. Lesson planning and transferring skills improve. | | | | | | | |
| **TEXTBOOK** | | | | | YÖK/Dünya Bankası (1997). *Milli Eğitimi Geliştirme Projesi Hizmet Öncesi Öğretmen Eğitimi*. Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | | YÖK/Dünya Bankası (1999). *Aday Öğretmen Klavuzu.* Milli Eğitimi Geliştirme Projesi Hizmet Öncesi Öğretmen Eğitimi. Ankara. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Planning of A Term 1. A Day of a student and teacher at School. |
| 2 | Observation of Lessons 2.1 Directions and instructions 2.2 Observation of Questioning |
| 3 | Teaching methods |
| 4 | School and society 5. Chapter about your lesson at School |
| 5 | Preparation of worksheets |
| 6 | Preparation of worksheets |
| 7-8 | Mid-term exam |
| 9 | Preparation test, scoring and analysis |
| 10 | Assessment and recording |
| 11 | Group studies |
| 12 | Benefiting from simulation in education |
| 13 | Planning lesson and marshaling activities |
| 14 | Management of lesson and control of classroom |
| 15-16 | Final exam |

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

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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171913008 | **COURSE NAME** | Public Health and First Aid |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | - | - | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( X ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 60 |
| **PREREQUISITE(S)** | | | | | There is no prerequisite. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition of public health and the major issues in our country, and practices of public health in the world and in Turkey; maternal and child health, and the world and the situation in our country, school health and practices in the country, physical development and follow-up of children 0-6 years old, common children diseases in the 0-6 year old children and their prevention, immunization, reproductive health, health education, fractures, burns, wounds, insect bites, poisoning, foreign body ingestion and etc. situations, first aid technics that teacher can do in these situations. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Learning the definition of public health and main topics  Learning about the duties of teachers about mother and child protection services and the health of mothers and children to learn about health and duties of teachers in the development work on  Learning the health services provided in the school and interpreting the student health record,  Have knowledge about common children diseases and immunization topics to follow the physical development  Learning task to reproductive health and learning  Have knowledge about the health education that will be taught to students. Learning in school may face emergencies and first aid. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Candidate teachers will be able to contribute about public health and first aid issues in their schools. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Defines the public health, 2. Explains the factors that effects the mother and child health, 3. Defines and observes child’s physical development, 4. Has knowledge about the commen children’s diseases and immunization, 5. Knows and implies the duties about school health, 6. Informs parents and students about reproductive health, 7. Works for health education in school, 8. Knows the emergencies and preventions. | | | | | | | |
| **TEXTBOOK** | | | | | 1. Güler Ç, Akın L. 2013. Halk Sağlığı Temel Bilgiler. Hacettepe Üniversitesi Yayınları, 1. Baskı, Ankara. 2. Maxey-Rosenau-Last. 2007. Public Health and Preventive Medicine, Ed;Wallace RB. 15. Edition, Hardcover.  3. İnan HF, Kurt Z, Kubilay İ. 2010. Temel İlkyardım Uygulamaları Eğitim Kitabı. T.C. Sağlık Bakanlığı Temel Sağlık Hizmetleri Genel Müdürlüğü, Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü. 2014. 2013 Türkiye Nüfus ve Sağlık Araştırması”. Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü, T.C. Kalkınma Bakanlığı ve TÜBİTAK, Ankara, Türkiye.2. Reddy U, Rossiter J. 2000. (Çeviri: Elif Gül Yapar, Murat Özel) “Gebelik öncesi danışmanlık, gebe bakımı ve emzirme”, John Hopkins jinekoloji ve obstetrik el kitabı (Editör: Nicholas C. Lambrou, Abraham N Morse, Edward E. Wallach), Birinci baskı, Atlas Kitapçılık, s: 1-20, Ankara.3. Bayraktar N, Şenol S, Ünlü H, Bulut H. 2001. Şoförler için ilkyardım kurs kitabı, Hacettepe Üniversitesi Hemşirelik Yüksekokulu, Ankara.4. http://www.kipa.com.tr/ilkyardim.htm: 10.5.2005, Çocukları kazalardan koruma, ilkyardım ve temel yaşam desteği.5. Neyzi O, Bundak R, Darendeliler F, 2002. “Büyüme gelişme ve bozuklukları”, Pediatri cilt 1, Üçüncü baskı, Nobel Tıp Kitabevleri, s: 79-119, İstanbul. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Presentations will be used for the theoretical informations. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The definition of public health and the main issues |
| 2 | The situation of maternal and child health in the world and in our country |
| 3 | Physical development and follow-up of 0-6 year-old-children |
| 4 | Common children diseases in the age of 0-6 and prevention methods |
| 5 | Immunization |
| 6 | Reproductive health |
| 7-8 | **MIDTERM** |
| 9 | School health and implementations in Turkey |
| 10 | Health education |
| 11 | General information about first aid and basic life support |
| 12 | The concept of accidents and accidents, first aid in injuries and bleedings |
| 13 | Fracture, dislocations, sprain, fire and first aid in consciousness disorders |
| 14 | First aid in poisoning and insect bites |
| 15,16 | **FINAL EXAM** |

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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171913009 | **COURSE NAME** | Professional Foreign Language |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | **COURSE OF** | | | | | |
| **Theory** | **Practice** | **Labratory** | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | 0 | 0 | | 2 | 2 | | COMPULSORY **( )**  ELECTIVE ( X) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | |
| **Professional Knowledge** | **Content Knowledge** | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  |  | |  | | | | General Knowledge ( X ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | Within Lesson, its devoted to comprehend the reading and improve the vocabulary, search databases with correct words of the profession, summarize the articles regarding the profession in a systematic way. | | | | | | |
| **COURSE OBJECTIVES** | | | | Lesson is aimed for teacher candidates to use the foreign language in the way of support for one's professional development. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | -Knowing the technical terms of teaching profession  -Using the english terms towards teaching profession  -Scanning international databases by using the language terms  -Researching and following web pages about one's field of study  -Having the word-attack skills of foreign language sources published about one's field of study  -Becoming aware of daily developments and reaching the informations which is about preschool education at an international level  -Having the listening and self-expression skills in foreign language about one's field of study  - | | | | | | |
| **TEXTBOOK** | | | |  | | | | | | |
| **OTHER REFERENCES** | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Intoduction and sharing general informations about the lesson |
| 2 | How to teach or learn second language successfully? |
| 3 | Technical terms of English and its utilization relating to teaching profession |
| 4 | Technical terms of English and its utilization relating to teaching profession |
| 5 | Overview of the preschool education terms and its history |
| 6 | Overview of the preschool education terms and its history |
| 7-8 | MID-TERM EXAM |
| 9 | Using internet to reach the information - Scanning databases with correct terms |
| 10 | Reviews academic articles relating to preschool education |
| 11 | Reviews academic articles relating to preschool education |
| 12 | Reviews academic articles relating to preschool education |
| 13 | Summarizing articles reviewed and sharing with the class |
| 14 | Summarizing articles reviewed and sharing with the class |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914001 | **COURSE NAME** | Development in Early Childhood Period II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 4 | 3 | | 0 | 0 | | | 3 | 4 | | COMPULSORY ( X ) ELECTIVE () | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
| %50 | | %50 | | | %0 | | | | General Knowledge( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | 1 | 40 |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | |  |  |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, fundamental terms of social development, character development, emotional development, moral development, sexual development in early childhood period (0-8 years). Developmental theories, factors that effects the development, developmental characteristics, relationships between developmental areas will be handled. | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to know social, character, emotional, moral and sexual development in early childhood periods. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Have knowledge about the social development in early childhood period.  2. Have knowledge about the character development in early childhood period.  3. Have knowledge about the emotional development in early childhood period.  4. Have knowledge about the moral development in early childhood period.  5. Have knowledge about the sexual development in early childhood period. | | | | | |
| **TEXTBOOK** | | | | | | Diken, H. İ. (2010). Erken Çocukluk Eğitimi. Ankara: Pegem Akademi Yayınları. | | | | | |
| **OTHER REFERENCES** | | | | | | Fazlıoğlu, Y. (2013). *Erken çocukluk gelişimi ve eğitimi*. İstanbul: Paradigma Akademi Yayınları.  San-Bayhan, P., Artan, İ. (2004). *Çocuk gelişimi ve eğitimi*. İstanbul: Morpa Yayınları.  Dereli, E. (2009). *Çocuklarda problem çözme.* Konya: Tablet Kitabevi.  Arı, R. (2010). *Eğitim psikolojisi*. Ankara: Nobel Yayıncılık.  Bacanlı, H. (2013). *Eğitim psikolojisi.* Ankara: Pegem Akademi Yayınları. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition and importance of social development in early childhood period |
| 2 | Social development approaches in early childhood period - supporting of social development in early childhood period |
| 3 | Definition and importance of character development in early childhood period |
| 4 | Character development approaches in early childhood period - supporting of character development in early childhood period |
| 5 | Definition and importance of emotional development in early childhood period |
| 6 | Emotional development approaches in early childhood period - supporting of emotional development in early childhood period |
| 7-8 | MID-TERM EXAM |
| 9 | Definition and importance of moral development in early childhood period |
| 10 | Moral development approaches in early childhood period |
| 11 | Supporting of moral development in early childhood period |
| 12 | Definition and importance of sexual development in early childhood period |
| 13 | Sexual development approaches in early childhood period- supporting of sexual development in early childhood period |
| 14 | Sexual education and sexual problems in early childhood |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914002 | **COURSE NAME** | Children’s Literature |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 2 | 0 | | | 3 | 5 | COMPULSORY (X)  ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Preschool Education Program**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %25 | | %50 | | | | %25 | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, the general objectives of children's literature, history, literary genres in terms of children's literature, the definition of pre-school children's books, content characteristics of children's books, children's books varieties according to age groups, the physical characteristics of children's books, methods and techniques, waking interest in books and reading in preschool children, practical work in the classroom will be handled. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Learning of child’s literature, child literature peculiarity and reading story to child and story writing. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Learning of child’s literature, chıld literature peculiarity and reading story to child and story writing. | | | | | | |
| **TEXTBOOK** | | | | | Oğuzkan, A.F. (2013). *Çocuk edebiyatı* (10. Baskı). Ankara: Anı Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | Nas, R. (2002). *Örneklerle çocuk edebiyatı*. İstanbul: Ezgi Kitapevi Yayınları. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914003 | **COURSE NAME** | Mathematic Education in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 4 | 2 | | 2 | 0 | | | 3 | 5 | COMPULSORY ( X)  ELECTIVE ( ) | | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** | |
| %25 | | %75 | | | | %0 | | | | | General Knowledge( )  Content Knowledge ( ) | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 20 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (Term Paper) | | | | | 1 | | 20 |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, the importance of mathematics education in pre-school, develop a positive attitude towards mathematics, the development concept in mathematics, mathematics and other sciences relationship, development of mathematical skills in pre-school, pre-school math processes (problem solving, reasoning / inquiry, communication, merge / link description ), the appropriate math activities to pre-school education program planning, implementation and evaluation will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Learning of developing child’s mathematical knowledge,  Learning of instruction method s for developing child’s mathematical concepts | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | Saying mathematical concepts in preschool childhood, saying and practice activities for developing child’s mathematical concepts | | | | | | | |
| **TEXTBOOK** | | | | | Akman, B. (Edt.) (2014). *Okul öncesinde matematik eğitimi* (4. Baskı). Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Akman B, İpek Yükselen A, Uyanık G. (2000). *Okul öncesi dönemde matematik etkinlikleri*. İstanbul: Epsilon Yayıncılık.  Aktaş Arnas, Y. (2004). *Okul öncesi dönemde matematik eğitimi*. Adana: Nobel Kitabevi.  Güven, Y. (2000). *Erken çocukluk döneminde sezgisel düşünme ve matematik*. İstanbul: Ya-Pa Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914004 | **COURSE NAME** | Play in Preschool |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 2 | 0 | | | 3 | 5 | COMPULSORY (X)  ELECTIVE ( ) | |  |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Educational Science** | | | | **General Culture Knowledge** | | | | | **Elective Course** |
| %50 | | %50 | | | | - | | | | | General Knowledge( ) Content Knowledge ( ) |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | %30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | %30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | %40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, the description of the play, theories on play, the importance of play in early childhood, play’s effects on child development, stages of play according to the child's age and developmental characteristics, the role of the adult in the game, media editing, planning appropriate play activities to pre-school education programs, implementation and evaluation will be discussed. | | | | | | |
| **COURSE OBJECTIVES** | | | | | In this course, the definition of game, stages and types, game affecting factors, history and place in pre-school education of the game and the importance aims to teach in pre-school educational institutions planning to play in the daily planning and evaluation. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Knows the stages of play development,  Knows the importance of play,  Knows the considered features in selection of toys,  Prepares and implements play activities. | | | | | | |
| **TEXTBOOK** | | | | | Poyraz, H. (2012). *Okul öncesi dönemde oyun ve oyun örnekleri* (4. Baskı). Ankara: Anı Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | Sevinç, M. (2004). *Erken çocukluk gelişimi ve eğitiminde oyun*. İstanbul: Morpa Yayınları.  Çoban, B. ve Nacar, E. (2006). *Okul öncesi eğitimde eğitsel oyunlar*. Ankara: Nobel Yayıncılık.  Özdoğan, B. (2009). *Oyun ve çocuk.* Ankara: Anı Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Different kinds of toys | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Definition of Play and Historical Development of Play  Point of view of early childhood educator about playing development and Play theories |
| 2 |
| 3 | Place and Importance of Play in Development Child  Stages of Play |
| 4 |
| 5 | Types of Play |
| 6 | Play in preschool education; Plaın suıtable play for preschool child. |
| 7-8 | Midterm Exam |
| 9 | Cultural Different in play; plays and toys in Turkey culture |
| 10 | Feature of toys in 0-6 age children |
| 11 | Structuring and Designing play |
| 12 | Structuring and Designing play |
| 13 | Structuring and Designing play |
| 14 | Structuring and Designing play |
| 15-16 | Final Exam |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914005 | **COURSE NAME** | Turkish Educational History |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( x)  ELECTIVE ( ) | | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | | |
|  | |  | | | | %100 | | | General Knowledge( ) Content Knowledge ( ) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** | |
| Mid-Term | | | | | |  |  | |
| Quiz | | | | | |  |  | |
| Homework | | | | | | 1 | 50 | |
| Project | | | | | |  |  | |
| Report | | | | | |  |  | |
| Others (………) | | | | | |  |  | |
| **FINAL EXAM** | | | | | Homework | | | | | | 1 | 50 | |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, mega trends and problems related to education; Teacher education; school management; curriculum development; quality issues in education; educational finance; technology in education, instructional methods, school-community relations; multicultural education; national and international restructuring and reform efforts in educational; historical foundations of Turkish educational system; Turkish school law; structure of the Turkish education system; basic educational system; secondary education; higher education system; vocational and technical education; organizational and administrative structure of Turkish education system; structure of the Turkish Ministry of education; the role of supervision in Turkish educational system (EU Progress and the effects of other developments to the Turkish education system) will be handled. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | This course aims to train candidate teachers about Turkish history, Turkish educational revolution, general elements of education system of Turkey and the theoretical knowledge about the phases of teacher training system in Turkey, from the past to nowadays. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | | |
| **COURSE OUTCOMES** | | | | | * Understands the period before Islam and the general characteristics of Turkish education. * Understands the period after Islam and the general characteristics of Turkish education. * Explains the development of the Turkish Education during the Ottoman period and the connection with the reform movement. * Examines the reforms made in the field of education during the Republic period, and classifies them according to the school level and teacher training policies. * Recognizes the Turkish education thinkers and understands their contributions in connection with their periods. * Understand the differences of education between the period of the Ottoman Empire and the Republic. * Understands the changes made by studies from the the beginning of the republican era to the present. | | | | | | | | |
| **TEXTBOOK** | | | | | Sakaoğlu, N. (2009). *Osmanlıdan günümüze eğitim tarihi*. İstanbul: Bilgi Üniversitesi Yayınları. | | | | | | | | |
| **OTHER REFERENCES** | | | | | Akyüz, Y. (2008). *Türk eğitim tarihi.* Ankara: Pegem Akademi Yayınları.  Binbaşıoğlu, C. (2009). *Türk eğitim düşüncesi tarihi.* Ankara: Anı Yayıncılık. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | | |

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| **URSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Giving information about the course content |
| 2 | Analysis of education policy |
| 3 | Special problems of the Turkish education system |
| 4 | Educational planning and social mobility |
| 5 | Fundamental problems related to education |
| 6 | The results of the main problems related to education and resources |
| 7-8 | MID-TERM EXAM |
| 9 | Approaches to planning and organization of the education system |
| 10 | Problems related to education, social, cultural, political and economic dimensions |
| 11 | Problems related to education, psychological, philosophical, managerial and technological dimensions |
| 12 | Structure and functioning of education system in Turkey to develop solutions to problems related to |
| 13 | Diagnosis of the problems related to education and the scientific method |
| 14 | Solving problems related to education-oriented projects and develop proposals |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914006 | **COURSE NAME** | Special Teaching Methods |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 2 | 0 | | | 3 | 5 | COMPULSORY (X)  ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Preschool Education Program**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %100 | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 20 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (Term Work) | | | | | 1 | 20 |
| **FINAL EXAM** | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, pre-school teaching methods that can be used in education (field trips, drama, games, music, question-answer, discussion, show-do, brainstorming, questioning, storyline, etc.) investigation, the importance of the use of multiple methods, different approaches and programs in pre-school (Montessori Project approach, Bank Street, High Scope, Reggio Emilia, Waldorf and Steiner Pedagogy), issues must be considered when these approaches and programs are adapting to different countries and cultures, will be handled. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of course is learning of aim and accident in early childhood education curriculum, learning of planning of activities, preparing of annual, daily and activity plans, learning of evaluation of education curriculum, environments of early childhood education, using of material, teaching methods of early childhood education. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | * Pre-school activity using the aims and achievements of the training program, to prepare annual and daily plans, * Ability to use material by education, * Ability to implement family participation effectively. | | | | | | |
| **TEXTBOOK** | | | | | Alisinanoğlu, F. (Edt.) (2012). *Okul öncesinde özel öğretim yöntemleri* (2. Baskı). Ankara: Pegem Akademi Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | Zembat, R. (Edt.) (2012). *Okul öncesinde özel öğretim yöntemleri*. Ankara: Anı yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Aim and principles of early childhood education |
| 2 | What is annual plan, daily plan? Things of attention to make a plan |
| 3 | Choice of target and writing of target in early childhood education  Profits of free time activities and ist planning |
| 4 | Profits of Turkısh language activities and its planning |
| 5 | Profits of play activities and its planning |
| 6 | Profits of music activities and its planning |
| 7-8 | Profits of natural sciences and its planning |
| 9 | Visa |
| 10 | Profits of reading and writing readiness activities and its planning |
| 11 | Family involvement |
| 12 | Environment of early childhood education, preparation of materials |
| 13 | Preparing of daily plan |
| 14 | Preparing of daily plan |
| 15-16 | Preparing of unified activities |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914008 | **COURSE NAME** | Child and Creativity |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( ) ELECTIVE (X) | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
|  | |  | | |  | | | | General Knowledge ( ) Content Knowledge ( X) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | 1 | 20 |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | | 1 | 40 |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | | Final-Term | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | Definition of creativity; Creative thinking and its importance of man and society in the life; The theories explaining of creative thinking; Dimensions of creativity; Creativity and arts area; The relationship between creative and intelligence; Personality traitis of creative individuals; The development of creativity; Social, cultural, developmental, and emotional factors affecting creativity; Creative problem solving process and the importance of brainstorming; The role of early childhood education,in the creativity development; Developed of creativity in preschool age children; Planning, implementation and evaluation of Creative activities | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims to understand the personality traitis of creative children, and supperted to creativity of children. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | |
| **COURSE OUTCOMES** | | | | | | 1.Having knowledge about the theory of creative thinking.  2.Having knowledge about the defition creativity, and the importance of creativity.  3. Prepareing to plan creative drama activities according preschool children  3. Having knowledge about the factors affecting of creativity.  4.Having knowledge about the role of school and family in the growing creative children.  5.Supported of children's creativity. | | | | | |
| **TEXTBOOK** | | | | | | Yıldız, F.Ü. ve Şener, T. (2010). *Okul öncesi dönemde yaratıcılık eğitimi I-II.* Ankara: Nobel Yayın. . | | | | | |
| **OTHER REFERENCES** | | | | | | Argün, Y. (2010). *Okul öncesi dönemde yaratıcılık eğitimi*. Ankara: Anı Yayıncılık.  Üstündağ, T. (2013). *Yaratıcılığa yolculuk.* Pegem A Yayıncılık 2003 Ankara.  Turla, A. (2004). *Çocuğum daha yaratıcı olabilir mi?* İstanbul: Morpa Kültür.  Köksal- Akyol, A. (2013). *İlköğretimde drama.* Ankara: Kriter Yayınları | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show. | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of creativity; creative thinking and its importance of man and society in the life |
| 2 | The theories explaining of creative thinking |
| 3 | Dimensions of creativity; |
| 4 | Creativity and arts area |
| 5 | The relationship between creative and intelligence |
| 6 | Personality traitis of creative individuals |
| 7-8 | Mid-term exam |
| 9 | The development of creativity |
| 10 | Social, cultural, developmental, and emotional factors affecting creativity; |
| 11 | Creative problem solving process and the importance of brainstorming |
| 12 | The role of early childhood education, in the creativity development |
| 13 | Developedoof creativity in preschool age children |
| 14 | Planning, implementation and evaluation of creative activities |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171914007 | **COURSE NAME** | Educational Environment in Pre-School |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 0 | 0 | | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( x ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | | |  | | | General Knowledge( ) Content Knowledge ( x ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 20 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 40 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Final-Term | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The definition, scope and importance of pre-school educational environment; Location and properties of preschool building; Outdoor space in pre-school and properties of outdoor space in pre-school; Required materials and materials properties in outdoor space; Placement and use for the purpose of outdoor space materials, İnterior space in pre-school and properties of interior space in pre-school; Placement and use for the purpose of interior space materials, Educational environments in different pre-school education program; Creating learning centers; Identification of materials to be used in the outdoors; Planed and organized outdoor spaces in pre-school; Identification of materials to be used in the interior; planed and organized interior spaces in pre-school. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to ensure general knowledge about pre-school education in educational environment to teacher candidates and to gain a perspective about preschool pre-school education in educational environment and organized environment | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Having knowledge about the definition, scope of preschool environment.  2. Understanding the importance of pre-school environment.  3. Having knowledge about outdoor spaces and properties of outdoor spaces in preschool.  4.Having knowledge about interior spaces and properties of interior spaces in preschool.  5. Having knowledge about physical and educational environment of the pre-school.  6. Comparison of pre-school education environment in different countries with Turkey.  7. Having knowledge about planning and regulation of outdoor space in preschool.  8. Having knowledge about planning and regulation of interior space in preschool. | | | | | | | |
| **TEXTBOOK** | | | | | | Demiriz, S.; Karadağ, A. ve Ulutaş, İ. (2010). *Okul öncesi eğitim* *kurumlarında eğitim ortamı ve donanım*. Ankara: Anı Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Haktanır, G. (2010). *Okul Öncesi Eğitime Giriş.* Ankara: Anı Yayıncılık Kantarcıoğlu, S. (2011). *Anaokulunda Eğitim*. İstanbul : Milli Eğitim Bakanlığı Yayınları.Oğuzkan, Ş. ve Oral, G. (2010). *Okul Öncesi Eğitim*. İstanbul: MEB.Ekiz, D. (2013). *Okul Öncesi Eğitime Giriş*. İstanbul: Lisans Yayıncılık. Aral, N., Kandır, A. & Can- Yaşar, M. (2010). *Okul öncesi Eğitimi*. İstanbul: Ya-Pa Yayıncılık.  Çelk, M. & Kök, M. (2007). Okul Öncesi Eğitim Kurumlarında Eğitim Ortamı ve Donanımın Önemi. *Kazım Karabekir Eğitim Fakültesi* Dergisi, 15, 158-168Poyraz, H. & Dere, H.(2011*). Okul öncesi Eğitiminin İlke ve Yöntemleri.* Ankara: Anı Yayıncılık.  MEB (Komisyon). (2013). *Milli Eğitim Bakanlığı.Temel Eğitim Genel Müdürlüğü Okul Öncesi Eğitimi Programı.* Ankara: MEB.  MEB (2014). Kurum Açılması ve Kapatılmasına İlişkin Esaslar. Ankara:  Tebliğler Dergisi http://mevzuat.meb.gov.tr/html/2557\_0.html Eriim Tarihi 20 Şubat 2014  Uysal, F. (2006). *Okul öncesi Çocuk Eğitim Merkezlerinde İç ve Dış Mekân Organizasyonlarının Eğitim Yaklaşımları Çerçevesinde İncelenmesi.* Yayınlanmamış Yüksek Lisans Tezi, Gazi Üniversitesi Fen Bilimleri Enstitüsü | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition, Scope and Importance of Pre-School Educational Environment and Organized Environment; |
| 2 | Location And Features of Preschool Building |
| 3 | Exterior Space of Pre-School and Exterior Space Features of Pre-School Education Institutions |
| 4 | Interior Space of Pre-School and Interior Space Features of Pre-School Education Institutions |
| 5 | Considering Features of Planning Exterior Space in Preschool Education Institutions |
| 6 | Considering Features of Planning Interior Space in Preschool Education Institutions |
| 7-8 | MID-TERM EXAM |
| 9 | Educational Environments in Different Pre-School Education Program |
| 10 | Organized of Pre-School Educational Environments And Role Of The Teacher in The Organized of The Pre-School Educational Environments |
| 11 | Planed And Organized Exterior Spaces in Pre-School Education; |
| 12 | Planed And Organized Exterior Spaces in Pre-School Education; |
| 13 | Planed And Organized Interior Spaces in Pre-School Education |
| 14 | Planed And Organized Interior Spaces in Pre-School Education |
| 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 | 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. |  |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education. | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. | X |  |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. | X |  |  |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | X |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  |  | X |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171915001 | **COURSE NAME** | Special Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 3 | | 0 | 0 | | | 3 | 3 | | COMPULSORY (X ) ELECTIVE () | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
| %75 | | %25 | | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | |
| ASSESSMENT CRITERIA | | | | | | | | | | | | |
| **MID-TERM** | | | | | | Evaluation Type | | | | | Quantity | % |
| 1st Mid-Term | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | -- | -- |
| Quiz | | | | | -- | -- |
| Homework | | | | | 1 | 35 |
| Project | | | | | -- | -- |
| Report | | | | | -- | -- |
| Others (………) | | | | | -- | -- |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 35 |
| **PREREQUISITE(S)** | | | | | | No prerequisite for this course. | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The topics covered in the special education course are as following:   * What is special education?; * How did special education emerge?; * How is the historical development process of special education?; * Who are the professionals working with individuals with special needs?; * What are the laws and regulations regarding special education?; * What is the role of family in special education?; * What is the early childhood special education?; * What are the characteristics of individuals with special needs? Types of special needs (mental, visual, hearing, orthopedic disabilities, gifted, attention deficit, hyperactivity disorder), * Developmental diagnostics, * Special Needs, educational and social services for children, * Practical Training programs, special education practices in Turkey and other countries will be sharing information about the topics. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Students who successfully complete this course will obtain overall information and skills regarding children with special needs and special education, and be able to discuss relevant information and skills. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | As a result of this course, teacher candidates will be informed about special education services provided to students with special needs, who can be also present in their classrooms. Basic principles and concepts of special education are discussed, and special education categories are examined and status of special education in our country is evaluated. | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Will be able to discuss special education and its foundations.  1.1. Discuss special education notions and categories.  1.2. Explain prevalence rates in special education categories.  1.3. Delineate historical development of special education.  1.4. Delineate professionals who work with individuals with special needs and their responsibilities.  2. Will be able to discuss laws and regulations regarding special education.  2.1. Explain known laws regarding special education in the United States of America and developed countries in Europe.  2.2. Discuss special education laws and regulations in Turkey.  2.3. Explain referral-diagnosis-evaluation procedure that is being implemented in Turkey.  2.4. Delineate roles and responsibilities of Guidance and Research Center.  3. Will be able to juxtapose relations between parents, family and professionals in case there is an individual with special needs, and experienced feeling in the family.  3.1. Discuss the ideal relation that needs to be established between parents, family and professionals.  3.2. Describe emotional periods that families who have a child with special needs experience.  4. Will be able to delineate early childhood special education and its practices.  4.1. Describe early childhood special education.  4.2. Discuss the importance of early childhood special education.  4.3. Discuss roles and responsibilities of personnel who work at early childhood special education.  4.4. Delineate practices of early childhood special education.  5. Will be able to describe different disability types.  5.1. Describe cognitive disability category.  5.2. Describe learning disability category.  5.3. Describe emotional-behavioral disability category.  5.4. Describe autism spectrum disorder category.  5.5. Describe communication disorder category.  5.6. Describe hearing impairment category.  5.7. Describe visual impairment category.  5.8. Describe physical disabilities and low-incidence disabilities category.  5.9. Describe gifted students category.  6. Will be able to discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for different disability types.  6.1. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for cognitive disability category.  6.2. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for learning disability category.  6.3. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for emotional-behavioral disability category.  6.4. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for autism spectrum disorder category.  6.5. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for communication disorder category.  6.6. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for hearing impairment category.  6.7. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for visual impairment category.  6.8. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for physical disabilities and low-incidence disabilities category.  6.9. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for gifted students category.  7. Will be able to discuss basic principles about establishing and sustaining effective cooperation.  7.1. Describe the process of establishing effective cooperation.  7.2. Discuss necessary roles and responsibilities for establishing and sustaining effective cooperation. | | | | | | |
| **TEXTBOOK** | | | | | | Diken, İ.H. (2010). *Özel eğitime gereksinimi olan öğrenciler ve özel eğitim*. Ankara: Pegem Akademi. | | | | | | |
| **OTHER REFERENCES** | | | | | | Akçamete, A. G. (2010). *Genel eğitim okullarında özel gereksinimi olan öğrenciler ve özel eğitim.* Ankara: Kök Yayıncılık.  Diken, İ. H. (2011). *İlköğretimde kaynaştırma.* Ankara: Pegem Akademi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Projector and computer for lecture presentation | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Foundations Of Special Education |
| 2 | Foundations Of Special Education Continue |
| 3 | Laws-Regulations, Referral Procedure-Diagnosis Procedure, RAM, Evaluation. Parents, Families, Condition Of Having Special Needs-Parent Professional Relation, Experinces In The Family |
| 4 | Early Childhood Special Education |
| 5 | Cognitive Disability - Learning Disabilities-ADHD |
| 6 | Emotional And Behavioral Disorders - Communication Disorders |
| 7-8 | Mid-Term Exam |
| 9 | Autism Specturum Disorder - Gifted Students |
| 10 | Hearing Impairment - Visual Impairment |
| 11 | Physical Disabilities And Low-Incedence Disabilities |
| 12 | Developmental diagnostics |
| 13 | Special Needs, educational and social services for children |
| 14 | Practical Training programs, special education practices in Turkey and other countries |
| 15-16 | Final Exam |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171915002 | **COURSE NAME** | Children's Mental Health |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | | COMPULSORY ( X ) ELECTIVE () | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
| %50 | | %50 | | | %0 | | | | General Knowledge( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | 1 | 40 |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | |  |  |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | |  | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course understand the importance of mental health and knowing definition and causes of mental disorder. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | During the course, the definition of mental health, importance, theories about mental health, the mental health of displaced and non characteristics of individuals, mental health and protective factors threatening, behavior seen in children and compliance problems [stuttering, to speak (mutism), bedwetting (enuresis), stool incontinence (fecal incontinence), nail biting, aggression, sleep disorders, eating disorders, tics, attention deficit and hyperactivity] diagnosis and treatment, and to do the teacher, the special situation in the preschool period (divorce, single parenthood status, parent's death situation after the trauma, violence, etc.) and pre-school situations that may be encountered in some developmental period (fear, separation anxiety, school phobia, stubbornness, jealousy, stealing, lying) effects on children's mental health will be discussed. | | | | | |
| **COURSE OUTCOMES** | | | | | | 1.Having knowledge about the concept of mental health.  2.Having knowledge about the psychological approaches related to mental health.  3.Having knowledge about the principles of mental health in the framework of developmental periods.  4.Having knowledge about the causes of mental disorders and knowing the right approach in mental disorders | | | | | |
| **TEXTBOOK** | | | | | | Nazik ,B. (2013) *Çocuk ruh sağlığı I-II.* İstanbul: Ya-Pa Yayın Dağıtım. | | | | | |
| **OTHER REFERENCES** | | | | | | Ackerman, ,K. (2012). *Çocuğunuzun sorunları ve davranış nedenleri*. Ankara: Cep Kitapları.  Bilgin- Aydın, H. (2010). *Çocuk ruh sağlığı*. İstanbul: Morpa Yayınları  Cüceloğlu,D. (2000). *İnsan ve davranışı, psikolojinin temel kavramları* (6. Baskı). İstanbul: Remzi Kitapevi.  Cüceloğlu, D. (1996). *İçimizdeki çocuk* (19. Baskı). İstanbul: Remzi Kitapevi.  Cüceloğlu, D. (1998). *Yeniden insan insana* (18. Baskı). İstanbul: Remzi Kitapevi, 1998.  Çağlar, D. (1980). U*yumsuz çocuklar ve eğitimi* (2. Baskı). Ankara: A.Ü. Eğitim Fakültesi Yayınları, no: 103.  Gençtan, E. (2000). *İnsan olmak* (19. Baskı). İstanbul: Remzi Kitapevi.  Gençtan, E. (2001). *Çağdaş insanda normal dışı davranışlar*. Ankara: Remzi Kitabevi  Köknel, Ö. (2000). *Günlük hayatta ruh sağlığı*. İstanbul: Alfa Basım Yayım Dağıtım.  Yavuzer, H. (1999). *Çocuk psikolojisi* (17 baskı). İstanbul: Remzi Kitapevi. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic Concepts, Purpose and Functions of Mental Health |
| 2 | Relationship Among Mental Health-Personality-Adjustment-İntelligence Concepts |
| 3 | Psychological Approaches Related to Mental Health |
| 4 | Principles Of Mental Health in The Framework Of Developmental Periods |
| 5 | Biological And Environmental Factors Affecting Child Mental Health |
| 6 | Children's Mental Health And Adjustment Disorders- Children Who Have Private Problems in our Society |
| 7-8 | MID-TERM EXAM |
| 9 | Emotional and Behavioral Problems During Childhood |
| 10 | Emotional and Behavioral Problems During Childhood |
| 11 | Emotional and Behavioral Problems During Childhood |
| 12 | Symptoms of Mental Health Disorders in Children |
| 13 | Suitable Family Approaches of Adjustment Disorder |
| 14 | Suitable Teacher Approaches in Adjustment Disorder |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171915011 | **COURSE NAME** | Drama in Preschool Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 5 | 1 | | 2 | 0 | | | 2 | 4 | | COMPULSORY ( X ) ELECTIVE () | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
| %50 | | %50 | | | %0 | | | | General Knowledge( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | 1 | 30 |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | |  |  |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | | Homework | | | | 1 | 70 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, the definition of drama, history, importance, objectives, drama, relationship with the other arts of drama, the differences between drama and theater techniques used in drama (pantomime, role playing, dramatization, improvisation, photography, narrative, stories, poems, creating rhymes and so on. ), drama teacher's role, participants in the drama, drama, stage, preparation of drama in education environments, implementation and evaluation will be discussed. | | | | | |
| **COURSE OBJECTIVES** | | | | | | This course aims to recognize the individual characteristics through creative drama, to distinguish individual differences, to understand the properties of creative drama, be able to plan and implement creative drama activities. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. .Having knowledge about the defition creative drama , and the importance of creativite drama.  2. Having knowledge about the developed to suitable drama activities for pre-school age children  3. Prepareing to plan creative drama activities according preschool children.  4. Appication of drama activities according preschool children.  5. Evaluation of activities drama according preschool children. | | | | | |
| **TEXTBOOK** | | | | | | Ömeroğlu, E., Ersoy, Ö., Tezel- Şahin, F., Kandır, A. ve Turla A. (2010). *Okul öncesi eğitimde drama*. Ankara: Kök Yayıncılık. | | | | | |
| **OTHER REFERENCES** | | | | | | Üstündağ, T. (2000). *Yaratıcı drama öğretmenin günlüğü*. Ankara: Pegem Yayıncılık.  Köksal- Akyol (2013). *İlköğretimde drama*. Ankara: Kriter Yayınları.  Kama, G., ve Sarıyüce, Z.(2013). *Okul öncesi çocuklarla drama*. Ankara: Kök Yayıncılık.  Aksarı, S.( 2013). *Okul öncesinde drama ve drama yoluyla sanat eğitimi: deneysel uygulamalar*. Ankara: Nobel Yayınları. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition and importance of educational drama |
| 2 | Features of psychodrama, creative drama, drama-play and educational drama |
| 3 | Historical development of children’s drama applications |
| 4 | Application phases of educational drama |
| 5 | Classification of educational drama and application according age group and areas |
| 6 | Qualifications of educational drama teacher |
| 7-8 | Mid-term exam |
| 9 | Media specification of educational drama |
| 10 | Special techniques in educational drama |
| 11 | Assessment of educational drama |
| 12 | Samples of educational drama |
| 13 | Application of preschool education lesson plans through drama |
| 14 | Application of preschool education lesson plans through drama |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 171915004 | **COURSE NAME** | Statistics |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | | COMPULSORY (X) ELECTIVE ( ) | | | Turkish |
|  |  | |  |  | | |  |  | |  | | |  |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | | |
| **%25** | |  | | | | **%75** | | | General Knowledge( ) Content Knowledge ( ) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** | |
| Mid-Term | | | | | | 1 | 40 | |
| Quiz | | | | | |  |  | |
| Homework | | | | | |  |  | |
| Project | | | | | |  |  | |
| Report | | | | | |  |  | |
| Others (………) | | | | | |  |  | |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 60 | |
| **PREREQUIEITE(S)** | | | | | During the course, introduction to statistics and basic concepts in statistics; descriptive statistics (measures of central tendency), the estimation of population parameters (standard errors and confidence intervals); alternative concepts of correlation and correlation techniques; hypothesis testing, decision making; difference tests; chi-square analysis; scale development process; standardization and adaptation actions; data analysis and alternative programs and software packages will be handled. | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The purpose of this course is to teach preservice teachers basic concepts of probability and statistics and methods of calculation. | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | 1. To have information about set theory and sample space. 2. To have information about basic concepts of permutation, combination and probability theory. 3. To have information about random variables and their properties. 4. To have information about probability functions. 5. To have information about expected value and moments. 6. To have information about discrete probability distributions. 7. To have information about distributions of continuous random variables. 8. To have information about functions of random variables. 9. To have information about sampling distributions. | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | | |
| **COURSE OUTCOMES** | | | | |  | | | | | | | | |
| **TEXTBOOK** | | | | | Akdeniz, F. (2011). *Olasılık ve istatistik*. Adana: Nobel Yayıncılık | | | | | | | | |
| **OTHER REFERENCES** | | | | | Demir, H. (2007). Olasılık (2. Baskı). Ankara: Nobel Yayıncılık.  Serper, Ö. (2000). *Uygulamalı İstatistik-I* (4. Baskı). Bursa: Ezgi Kitabevi.  Yılmaz, B. (2010). *İstatistik*. Ankara: Nobel Yayıncılık. | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Set theory |
| 2 | Basic concepts o permutation, combination and probability theory |
| 3 | Random variables and their properties |
| 4 | Probability functions |
| 5 | Expected value and moments |
| 6 | Discrete probability distributions |
| 7-8 | Mid-term exam |
| 9 | Distributions of continuous random variables |
| 10 | Normal distribution |
| 11 | Exponential distribution |
| 12 | Gamma and chi-square distribution |
| 13 | Functions of random variables |
| 14 | Sampling distributions |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171915005 | **COURSE NAME** | Classroom Management |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY (x) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
| %100 | |  | | | |  | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, basic concepts related to classroom management, communication and interaction in classroom, the difference between classroom management and providing discipline in the classroom from different aspects, factors that effects the management model inside and outside of the classroom environment, development of rules and practices in the classroom, editing the classroom’s physical environment, management of undesirable behavior in the classroom, time management, classroom organization, creating a positive classroom environment conducive to learning (examples and suggestions) will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The basic concepts and principles of effective classroom management comprehension and application, creating a positive classroom climate and classroom orkestralaştırılması life. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | . | | | | | | | |
| **COURSE OUTCOMES** | | | | | Define the concept of classroom management, learning environments understand the importance of creating a physical layout; classroom rules to explain what it is, the school and the class as a social system to interpret the learning-teaching process, to discuss the importance of organizing and effectively managing the plan; define the concept of communication, motivation-related concepts identify, definitions and conceptualizations to know about leadership, time effective ways to be able to recognize, understand the importance of the discipline of public life in the classroom, students may have a special apology to recognize groups; class to be aware of individual differences among students, special students identify strategies to be followed in order to solve problems who understand the need to co-operate; aoku-family co-operation to improve the preparation of a suitable environment and conditions, to contribute to the development of school-community relations. | | | | | | | |
| **TEXTBOOK** | | | | | Aydın, A. (2011). *Sınıf yönetimi* (13. baskı). Ankara: Pegem Akademi Yayıncılık.  Şişman, M. ve Turan, S. (Ed.) (2011). *Sınıf yönetimi* (8.baskı). Ankara: Pegem Akademi Yayıncılık.  Şişman, M. ve Turan, S. (2002). *Eğitimde TKY.* Ankara: Pegem Akademi Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | Jenkins, L. (1998). *Sınıflarda öğrenmenin iyileştirilmesi.* İstanbul: Rota/Kalder Yayınları.  Langford, D. P. (1999). *Eğitimde kalite yönetimi.* İstanbul: Rota/Beko/Kalder Yayınları.  Çelik, V. (2003). *Sınıf yönetimi*. Ankara: Nobel Yayıncılık.  Karip, E. (Ed.) (2003). *Sınıf yönetimi.* Ankara: Pegem Akademi Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, projection, course materials. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic theory and approaches to management |
| 2 | Determination and application of classroom rules |
| 3 | Classroom rules determination and ımplementation (case study 1) |
| 4 | Social class and the class as a system learning climate |
| 5 | Classroom teaching-learning process management |
| 6 | Classroom communication and group ınteraction process |
| 7-8 | Mid-term exam |
| 9 | As a leading teacher in the classroom |
| 10 | His time in the classroom learning management |
| 11 | Classroom discipline and student behaviour management |
| 12 | Management of problematic students in the classroom and special |
| 13 | Teacher-parent talks management |
| 14 | Models efqm and malcolm baldrige classroom management application |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171915006 | **COURSE NAME** | Instructional Technology And Material Development |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 2 | 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** | **%** |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 30 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
|  | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, concepts related to instructional technology, characteristics of various instructional technologies, the place in the process of teaching and use of technologies, determination of school and classroom technology needs, appropriate technology planning and implementation, two and three-dimensional materials development through instructional technologies, the development of teaching materials (worksheets , planning activities, overhead transparencies, slides, visual media (VCD, DVD) materials, computer-based tools), examination of educational software, evaluation of instructional materials in various qualities, Internet and distance education, visual design principles, research on the effectiveness of teaching materials, Turkey at and use of instructional technology in the world will be discussed. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The characteristics of various instructional Technologies, their place and use in the instructional process, the development of instructional materials by means of the instructional technologies and the evaluation of materials of varied qualities. | | | | | | |
| **CONTRIBUTION OF THE COURSE TO PROVISION OF PROFESSIONAL EDUATION** | | | | | | The instructional process is organized with instructional methodologies and instructional technology materials. The teaching ability is dependent on the teacher’s being able to use the instructional methodologies and materials. With the use of instructional materials, the instruction gets more effective and fruitful. Therefore, the instructional materials hold an important place in the development of teaching skills. | | | | | | |
| **COURSE OUTCOMES** | | | | | | Students will be able to   1. Explain the conceptual and theoretical foundations of instructional technologies and materials design. 2. Explain the importance and benefits of using instructional technologies in the educational process. 3. Utter the characteristics of various instructional technologies in their specializations. 4. Explain the principles of the instructional technologies and materials design. 5. Design and develop the necessary instructional materials in their own specializations. 6. Choose the most appropriate instructional materials by considering the factors having an important role in the selection of the instructional materials in their specializations. 7. Develop positive attitudes for using the instructional materials in their respective specializations 8. Evaluate the various kinds of instructional technologies or materials developed in their specializations. | | | | | | |
| **TEXTBOOK** | | | | | | Demirel, Ö. ve Altun, E. (2014). *Öğretim teknolojileri ve materyal tasarımı* (8. Baskı). Ankara: Pegem Akademi Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | | Yalın, H. İ. (2014). *Öğretim teknolojileri ve materyal geliştirme* (24. Baskı). Ankara: Nobel Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Data projector, computer, internet, overhead projector and other instructional Technologies and materials to be used for this field | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Main Concepts |
| 2 | The elements of a curriculum (goal, process, evaluation), classification of objectives |
| 3 | Communication and the Relations among Communication-Learning-Material |
| 4 | The place of instructional tools in instruction and the selection of tools |
| 5 | Development and design of instructional materials |
| 6 | Visual Materials (overhead projector, slayt, pictures, graphs, realia and models etc.) |
| 7-8 | MIDTERM |
| 9 | MIDTERM |
| 10 | The use of communication media in education (TV, video, VCD, DVD, teletex, radio, tape,…) |
| 11 | The use of computers in education |
| 12 | PowerPoint |
| 13 | Internet, web-based education, e-learning |
| 14 | Distant Education |
| 15-16 | The evaluation of instructional materials |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171915007 | **COURSE NAME** | Effective Communication |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | | **ECTS** | **TYPE** | **LANGUAGE** | |
| 5 | 2 | | 0 | 0 | | | 2 | | 3 | Compulsory | TR | |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | **Elective Course** | | | | |
| %25 | |  | | | %75 | | | General Knowledge ( ) Content Knowledge ( ) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | | **%** |
| Mid-Term | | | | 1 | | 30 |
| Quiz | | | |  | |  |
| Homework | | | | 1 | | 30 |
| Project | | | |  | |  |
| Report | | | |  | |  |
| Others (………) | | | |  | |  |
| **FINAL EXAM** | | | | | |  | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, definition of interpersonal communication, communication model, communication components and characteristics, effective listening and feedback, obstacles in interpersonal communications (source, channel, receiver, etc.), factors facilitating communication, the role of emotions in communication and using emotions in communication, conflict in communication and conflict prevention, important issues in student, teacher and parent communication, communication applications will be discussed. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is that make students comprehend interpersonal communication, recognize communication skills, realize the importance of effective listening and feedback, comprehend the role of facilitator and preventer factor in communication, realize the role of emotions in communication, comprehend conflict in communication and conflict resolution ways and communicate effectively. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | * + - 1. To know the definition of interpersonal communication       2. To comprehend communication elements and properties       3. To acquire the effective listening skills       4. To recognize preventer factors in interpersonal communication       5. To recognize facilitator factors in communication       6. To know the role of emotions in communication and use       7. To use effective communication skills | | | | | | |
| **TEXTBOOK** | | | | | | Kaya, A. (2011). *Kişilerarası etkili iletişim.* Ankara: Pegem Akademi Yayıncılık.  Demiray, U. (2011). *Etkili iletişim.* Ankara: Pegem Akademi Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | | Ergin, A. ve Birol, C. (2000). *Eğitimde iletişim.* Ankara: Anı Yayıncılık.  Dökmen, Ü. (1995). *Sanatta ve günlük yaşamda iletişim çatışmaları ve empati*. İstanbul: Sistem Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of communication and basic components |
| 2 | Communication models |
| 3 | Effective communication |
| 4 | Effective communication barriers and facilitating factors effective communication |
| 5 | Speaking and listening |
| 6 | Types of communication |
| 7-8 | MIDTERM EXAM |
| 9 | Dimensions of effective communication in educational environments |
| 10 | Teaching-learning process as a communication process |
| 11 | Factors that constitute an obstacle to communication in the classroom |
| 12 | Organizational communication in educational ınstitutions |
| 13 | Problem solving methods in ınterpersonal communication |
| 14 | Cognitive, affective and behavioral processes in effective communication |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171915012 | **COURSE NAME** | Education of Infants |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 2 | - | | | 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 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | | 1 | 30 |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, the health of the infants’ development, the importance of care and feeding, types of programs for 0-36 months infancy period, organizational structure, physical properties, staff characteristics of these programs, the importance of infancy education programs, principles and elements of early intervention programs implemented in Turkey 0-36 months of training programs for children, "Preschool Education Program for 0-36-Month-Children"s basic features, principles, indicators, environmental characteristics, activities, will be used in the program forms, planning of training (day training course and activity plan), implementation and evaluation topics will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Aims of this course;  Candidate teachers aware of the most critical period of early childhood is the first three years; and importance of care and education in this period; recognizes the "Preschool Education Program for 0-36-Month-Children" and gets ready to implement the program. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Knows the importance of 0-36 month infants’ development, health and nutrition. 2. Knows the programs for infants and explains the operation of these programs. 3. Knows the care and education programs for infants, explains the principles and items of these programs. 4. Knows early intervention programs for infants. 5. Recognizes and implies the "Preschool Education Program for 0-36-Month-Children” entirely. 6. Prepares, implements and evaluates daily training plan and activity plan. | | | | | | | |
| **TEXTBOOK** | | | | | Diken, H. İ. (2010). *Erken çocukluk eğitimi*. Ankara: Pegem Akademi Yayınları. San -Bayhan, P., Artan, İ. (2004). *Çocuk gelişimi ve eğitimi.* İstanbul, Morpa. Milli Eğitim Bakanlığı (2013). *0-36 Aylık Çocuklar için Okul Öncesi Eğitim Programı.* Ankara: MEB. | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Infants’ development, health and nutrition |
| 2 | Types of institutions and functioning for infants |
| 3 | Training programs for infants, principles and elements |
| 4 | Early intervention programs for infants |
| 5 | "Preschool Program for Children 0-36 Months" |
| 6 | "Preschool Program for Children 0-36 Months" |
| 7-8 | MID TERM |
| 9 | School observation |
| 10 | School observation |
| 11 | Preparation, implementation and evaluation of daily training plan and activity plan |
| 12 | Preparation, implementation and evaluation of daily training plan and activity plan |
| 13 | Sharing the results of observation and practice in the classroom |
| 14 | Sharing the results of observation and practice in the classroom |
| 15,16 | FINAL EXAM |

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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171915009 | **COURSE NAME** | Mother-Father-Child Communication |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( x ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | | |  | | | General Knowledge( X ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 20 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 40 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Final-Term | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The definition and importance of communication; Mother-child relationship; Father-child relationship; Divorce and effects of divorce on child; Facilitate Factors that communication of Mother-father-child; Communication barriers; the effects on children of communication barriers; Defenders communication; Communication language used contact with the child; empathy and importance of empathy on communication; Mother-father-child conflict; Conflict Resolution Methods; Parents' Attitudes; Parents attitudes influence on children; Definition and importance of parental education, parental education studies | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to ensure general knowledge about mother-father and child communication to teacher candidates and to gain a perspective about positive mother-father and child communication. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Having knowledge about the definition, scope of mother-father-child communication.  2. Having knowledge about establish positive communication between the mother-father-child.  3. Having knowledge about communication barriers between mother-father and children.  4. Having knowledge about creating positive mother-father-child activities for communication | | | | | | | |
| **TEXTBOOK** | | | | | | Çağdaş, A.( 2014). *Anne - Baba - Çocuk İletişimi*. Ankara: Kök Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Erduran, T.( 2010). *Aile İçi İletişim ve Çocuk Gelişimi* . İstanbul: Truva Yayınları Güneş, A.(2013). *Çocuk Eğitiminde Pozitif İletişim*. İstanbul: Nesil Yayınları.  Pembecioğlu, N.(2010). *İletişim ve Çocuk*. İstanbul: Ebabil Yayınları.  Yavuzer, H.( 2010). *Ana-Baba ve Çocuk.* İstanbul: Remzi Kitabevi.  Dökmen, Ü. (2010 ) *İletişim Çatışmaları ve Empati*. İstanbul: Remzi Kitabevi  Cüceloğlu; D. (2012). *İletişim Donanımları.* İstanbul: Remzi Kitabevi  Navaro, L. (2011). *Gerçekten Beni Duyuyor musun?* İstanbul: Remzi Kitabevi | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The definition and importance of communication; |
| 2 | Model of communication |
| 3 | Mother-child relationship; |
| 4 | Father-child relationship |
| 5 | Divorce and effects of divorce on child |
| 6 | Facilitate Factors that communication of Mother-father-child |
| 7-8 | MID-TERM EXAM |
| 9 | Communication barriers; the effects on children of communication barriers |
| 10 | Defenders communication |
| 11 | Communication language used contact with the child ;empathy and importance of empathy on communication |
| 12 | Mother-father-child conflict; Conflict Resolution Methods |
| 13 | Parents' Attitudes; Parents attitudes influence on children |
| 14 | Definition and importance of parental education, parental education studies |
| 15,16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171915010 | **COURSE NAME** | Children’s Law |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( x ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( X )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The meaning and importance of children's rights; the development of children's rights and content of child rights convention; subject and specifications of child law; children's rights in international agreements; the child's legal personality features and the protection of individual rights; the protection of children in public law; the condition of child in civil law; the paternity between mother and father, and custody; children's protection with guardianship and guardianship rights of children; extra-marital relationship-recognition of the children's rights/ adoption and necessary conditions for adoption; requirements to become a foster family; children and business law; institutionalized children; children dragged into crime¸ children in judicial decisions . | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to ensure general knowledge about children’s rights and child law to teacher candidates and to gain a perspective about children’s rights and child law. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Having knowledge about the meaning and importance of children's rights.  2. Having knowledge about the content of child rights convention.  3. Having knowledge about the child's condition in the public and civil law.  4. Having knowledge about the requirements to become a foster family and adoption.  5. Having knowledge about the child's condition in the business law. | | | | | | | |
| **TEXTBOOK** | | | | | Akyüz, E.(2012). *Çocuk hukuku, çocuğun hakları ve korunması*. Ankara: Pegem Akademi Yayınları, | | | | | | | |
| **OTHER REFERENCES** | | | | | Akyüz, E. (2001). Çocuk Hakları Sözleşmesi’nin temel ilkeleri ışığında çocuğun eğitim hakkı. *Milli Eğitim*, 151, 3–24.  Akyüz, E. (2000). *Ulusal ve uluslar arası hukukta çocuğun haklarının ve güvenliğinin korunması*. Ankara: Milli Eğitim Basımevi.  Çılga, İ. (2001). Demokrasi, insan hakları kültürü ve çocuk hakları. *Milli Eğitim* 151, 69–73.  Karaman-Kepenekçi, Y. (2000). *İnsan hakları eğitimi*. Ankara: Anı Yayıncılık.  Poyraz, H. ve Dere, H. (2001). *Okulöncesi eğitimin ilke ve yöntemleri*. Ankara: Anı Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Meaning and Importance of Children's Rights |
| 2 | The Development of Children's Rights and Content of Child Rights Convention |
| 3 | Subject and Specifications of Child Law-; The Child's Legal Personality Features and The Protection of Individual Rights |
| 4 | The Protection of Children in Public Law |
| 5 | The Condition of Child in Civil Law |
| 6 | The Paternity Between Mother and Father, and Custody |
| 7-8 | MID-TERM EXAM |
| 9 | Children's Protection with Guardianship and Guardianship Rights of Children |
| 10 | Extra-Marital Relationship-Recognition of The Children's Rights/ Adoption and Necessary Conditions for Adoption |
| 11 | Requirements to Become a Foster Family |
| 12 | Children and Business Law |
| 13 | Institutionalized Children |
| 14 | Children Dragged into Crime¸ Children in Judicial Decisions |
| 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. |  |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education. |  |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. | X |  |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | X |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  |  | X |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  |  | X |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. |  |  | X |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  | X |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  |  | X |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. | X |  |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  |  | X |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916001 | **COURSE NAME** | Curriculum in Preschool Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 2 | - | | | 3 | 5 | | COMPULSORY (X )  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | | 1 | 30 |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, the importance, principles and elements of a curriculum, the historical development of pre-school education program in Turkey, pre-school education programs implemented in Turkey; basic features, principles, outcomes, indicators, media properties, events, and will be used in the program forms, planning (monthly training plan, daily training flow and activity plan), implementation and evaluation, applied studies within the respective class with preschool program will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Aims of this course;  Candidate teachers aware of the importance of curriculum; recognizes the "Preschool Education Program for 0-36-Month-Children" and gets ready to implement the program. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Knows the importance of a curriculum, the principles and items. 2. Knows the development of pre-school education in Turkey. 3. Recognizes and implies the "Preschool Education Program” entirely. 4. Prepares, implements and evaluates monthly training plan, daily training plan and activity plan. | | | | | | | |
| **TEXTBOOK** | | | | | Diken, H. İ. (2010). *Erken çocukluk eğitimi*. Ankara: Pegem Akademi Yayınları. San -Bayhan, P., Artan, İ. (2004). *Çocuk gelişimi ve eğitimi.* İstanbul, Morpa. Milli Eğitim Bakanlığı (2013). *Okul Öncesi Eğitim Programı.* Ankara: MEB. | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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

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

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 171916013 | **COURSE NAME** | Inclusion in Preschool Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 1 | | 2 | 0 | | | 2 | 4 | | COMPULSORY (X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course basic concepts of inclusion, mainstreaming principles, objectives, types of children to determine the suitability of mainstream education, and factors affecting the success of inclusion, preparation for mainstream education, mainstream applications, Individualized Education Program (IEP), pre-school adaptation of educational activities, educational environment regulations and assessment will be discussed.   |  | | --- | |  | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The course will provide the necessary knowledge and equipment for the teachers to support the preschool children with special needs in the inclusion education and help them for coming the same developmental level with their peers. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The course will help teachers to provide the best way for the necessary measures and settings of the implementation of inclusive education in preschool education. | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Says the basic concepts of education through integration 2. Knows and says the rights of the parties that they involved in the integration 3. Explains the inclusion models in the contents of counting the criteriafor inclusion 4. Separates the positive and negative factors influencing education through integration 5. Tells the difference between pre-school education through integration 6. Prepares and implements pre-event in education through integration | | | | | | | |
| **TEXTBOOK** | | | | | Ataman A. (Ed.) (2012). *Temel eğitim öğretmenleri için kaynaştırma uygulamaları ve özel eğitim.* Ankara: Vize yayıncılık. Batu,S., Çolak, A. ve Odluyurt, S. (2012). *Özel gereksinimli çocukların kaynaştırılması.* Ankara: Vize yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | - | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1. | What is inclusion, history and the importance of inclusion |
| 2. | Legal regulations |
| 3. | Inclusion criteria and models |
| 4. | Factors affecting the success of inclusion |
| 5. | Inclusion environment regulations |
| 6. | Individual education program in inclusion environment |
| 7.-8. | Midterm exam |
| 8. | Preschool inclusion |
| 9. | Inclusion environment, social skills |
| 10. | Inclusion environment, behavior management |
| 11. | Inclusion activities prepared in facing the need for special education |
| 12. | Inclusion activities prepared in facing the need for special education |
| 13. | Inclusion activities prepared in facing the need for special education |
| 14. | Observation in an inclusion classroom setting |
| 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**:Hiç Katkısı Yok. **2**:Kısmen Katkısı Var. **3**:Tam Katkısı Var. | | | | |



**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** | 171916012 | **COURSE NAME** | Family Training |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** | |
| 6 | 3 | | 0 | 0 | | | 3 | 3 | | COMPULSORY ( X ) ELECTIVE () | | Turkish | |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | | |
| %50 | | %50 | | | %0 | | | | General Knowledge( )  Content Knowledge ( ) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | | **%** | |
| 1st Mid-Term | | | | 1 | | 40 | |
| 2nd Mid-Term | | | |  | |  | |
| Quiz | | | |  | |  | |
| Homework | | | |  | |  | |
| Project | | | |  | |  | |
| Report | | | |  | |  | |
| Others (………) | | | |  | |  | |
| **FINAL EXAM** | | | | | |  | | | | 1 | | 60 | |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, basic concepts of family education, the importance of family education, objectives, principles, family education models, family theories (Family Systems Theory, Social Relations Theory, bio-ecological theory, Structural Functional Theory), family education practices in Turkey and other countries, family education the work of planning, implementation and evaluation, family education methods and techniques used in, working with families (family communication activities, family participation in educational activities, individual interviews, home visits), examination of EBADER and OBADER guides will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to recognize the social and cultural aspects of society and family, to learn children and families related training programs, to learn family involvement in preschool education, to gain apply skill of family involvement program. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | Having knowledge about the social structure, culture and social development of human  Having knowledge about the definition of family structure and values, importance of family educational programs, models and project.  Having knowledge about the definition of adult and adult learning, adult psychology and development and theories of family, family involvement. | | | | | | | |
| **TEXTBOOK** | | | | | | Güler, T. (2010). *Anne- Baba Eğitimi.* Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Gordon, T. (2010) . *Etkili Anne- Baba Eğitimi Ailede İletişim Dili*. Ankara: Sistem Yayıncılık.  Üstün, E., Haktanır, [G.](http://www.idefix.com/kitap/gelengul-haktanir/urun_liste.asp?kid=64791) ve Ural [O.(2013).](http://www.idefix.com/kitap/ozana-ural/urun_liste.asp?kid=111334) *Aile eğitimi ve erken çocukluk eğitiminde aile katılım çalışmaları.* Ankara: Anı yayıncılık.  [Cömert](http://www.idefix.com/kitap/dilfuruz-comert/urun_liste.asp?kid=209839) , D. ve Erdem, E. ( 2013). *Erken çocukluk döneminde aile katılım etkinlikleri.* Ankara: Eğiten Kitap Yayınları.  Temel, F. (2013). *Aile eğitimi ve erken çocukluk eğitiminde aile katılım çalışmaları.* Ankara: Anı Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Social structure |
| 2 | Culture and social development of human |
| 3 | Description of family - family functional and family types - aim of family education- the effect of family as basic training society on children improvement |
| 4 | Family training programs, models and projects |
| 5 | Family education of turkey - family for health service and social insurance |
| 6 | Family education of world - family for health service and social insurance |
| 7-8 | Mid-term exam |
| 9 | Adult education and features of adult education |
| 10 | Adult psychology and adult development -the principles of adult education - differences among children and adults in terms of education |
| 11 | Family theories |
| 12 | Definition of importance of family involvement in preschool education |
| 13 | Family involvement programs in education |
| 14 | Family involvement practices in preschool education |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Bahar |

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

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | | 2 | 3 | | COMPULSORY (X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The purpose, importance and necessity of children’s recognition; legal, ethical and professional responsibilities in assessment of children; properties of measurement instrument for used in recognition of children; basic principles for children in the process of recognition; assessment and instruction; used approaches for recognition and assessment of children; the basic principles of assessment in pre-school education; recognition and evaluation process of children; measurement and evaluation techniques of children; reporting, interpretation and use of information on children; recognition, assessment and education process to determine of children with special needs. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to ensure general knowledge about recognition and assessment of children to teacher candidates and to gain a perspective recognition and measurement of children. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Understanding the importance, necessity and principles of recognizing in preschool children.  2.Having knowledge about assessment and measurement techniques of children development  3. Having knowledge about reporting, interpretation and use of information about children.  4. Having knowledge about assessment and education process to determine of children with special needs. | | | | | | | |
| **TEXTBOOK** | | | | | | MCafee, O. & Leong, D.J.( 2012). *Erken çocukluk döneminde gelişim ve öğrenmenin değerlendirilmesi ve desteklenmesi* (Çeviri Editörü: Birsen Ekinci Palut). Ankara: Nobel Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Önder, A.(2014). *Okul öncesi dönemde çocukları değerlendirme ve tanıma teknikleri.* Ankara: Pegem Akademi Yayınları.  Özgüven, İ.E. (2014). *Bireyi tanıma teknikleri*. Ankara: Nobel Akademik Yayıncılık.  Ceylan, A. (2002). *Bireyi tanıma teknikleri.* Eskişehir: Açıköğretim  Fakültesi Yayınları.  Yavuzer, H. (1992). *Resimleriyle çocuk*. İstanbul: Remzi Kitabevi. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Purpose, importance and necessity of children’s recognition |
| 2 | Legal, ethical and professional responsibilities in assessment of children- properties of measurement instrument for used in recognition of children |
| 3 | Basic principles for children in the process of recognition -assessment and instruction |
| 4 | Used approaches for recognition and assessment of children |
| 5 | The basic principles of assessment in pre-school education |
| 6 | Recognition and evaluation process of children |
| 7-8 | MID-TERM EXAM |
| 9 | Measurement and evaluation techniques of children (observation, game-based assessment, portfolio assessment) |
| 10 | Measurement and evaluation techniques of children (survey, interview, sociometric techniques, case study techniques ) |
| 11 | Measurement and evaluation techniques of children ( developmental scales, rating scales, rubrics) |
| 12 | Measurement and evaluation techniques of children ( recognition tests for children) |
| 13 | Reporting, interpretation and use of information on children |
| 14 | Recognition, assessment and education process to determine of children with special needs |
| 15,16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916005 | **COURSE NAME** | Scientific Research Methods |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | | **TYPE OF COURSE** | **LANGUAGE** |
| 6 | 2 | | 0 | | 0 | | 2 | | 3 | | COMPULSORY (X) ELECTIVE ( ) | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Culture Knowledge** | | | | **Elective Course** | | | | |
| %25 | | %25 | | %50 | | | | General Knowledge( ) Content Knowledge ( ) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | Evaluation Type | | | | Quantity | | % |
| Mid-Term | | | | 1 | | 30 |
| Quiz | | | |  | |  |
| Homework | | | | 1 | | 20 |
| Project | | | |  | |  |
| Report | | | |  | |  |
| Others (………) | | | |  | |  |
| **FINAL EXAM** | | | | | |  | | | | 1 | | 50 |
| **PREREQUIEITE(S)** | | | | | | \_\_ | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Science and basic concepts (facts, knowledge, certain, true, false, universal knowledge, etc.),  -Basic information about the history of science, the structure of scientific research,  -Types of scientific research, scientific methods and different opinions about these methods,  -Problem, research design, sampling, data collection and data collection methods (quantitative and qualitative data collection techniques),  -Data recording and analyzing, interpretation and reporting,  -Basic statistical information, examing articles and thesis. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to understand theoretical knowledge in the context of course and using this knowledge to join the discussion, as a result a teacher candidate can prepare scientific research proposal report. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Defining the basic concepts about scientific research methods.. 2. Refers to the importance of scientific research. 3. Obtaining information about the types and stages of research.  4. Explaining the process of writing a scientific research proposal.  5. Implementing the process of preparing a scientific research proposal.  6. Searching the literature and resources. 7. Preparing a scientific research proposal report. | | | | | | |
| **TEXTBOOK** | | | | | | Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2008). *Bilimsel araştırma yöntemleri.* Ankara: Pegem A Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | | Karasar, N. (2007). *Bilimsel araştırma yöntemi.* Ankara: Nobel Yayınevi.  Kaptan, S. (1998). *Bilimsel araştırma ve istatistik teknikleri*. Ankara: Tekışık Web Ofset Tesisleri. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| **1** | Basic concepts, principals and approaches about scientific research |
| **2** | Types of research |
| **3** | Stages of the research process |
| **4** | Defining the research problem |
| **5** | Search and examine literature |
| **6** | Examine a thesis or article by the theoretical knowledge learned in this course |
| **7-8** | Mid-term exam |
| **9** | Sampling methods |
| **10** | Data collection tools |
| **11** | Analyzing data and interpration |
| **12** | Reporting the research |
| **13** | Preparing a research proposal |
| **14** | Presenting the prepared research |
| **15-16** | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916006 | **COURSE NAME** | Application of social maintenance |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 1 | | 2 |  | | | 2 | 4 | | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | | %100 | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | | 1 | 30 |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | | 1 | 20 |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During this course,  -Knows the social work practices and institutions  -Notices the social problems and solutions  -Prepares a proposal  -Implements a project  -Takes part in different scientific activities  -Interprets the outputs of project and applies a variety of methods for adapting these outputs to daily life issues will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Teacher candidates develop and practice skills of projects as having the benefit of society to grow up | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | . | | | | | | | |
| **COURSE OUTCOMES** | | | | | Describes the community services and implications.  Establishes the relationship between school and environment.  Notices the social problems and suggests solutions by projects.  Develops a pozitive attitude about the community service work and prepares projects for the solution of problems.  Be aware of roles of an individual in community. develops skills of being a voluntary for the others’ needs.  Develops awareness about the intercultural differences by comprehension of different social models and lifestyles.  Develops empathy and tolerance about intercultural issues.  Initiates and sustains projects. | | | | | | | |
| **TEXTBOOK** | | | | | Coşkun, H. (2009). *Topluma hizmet uygulamaları.* Ankara: Anı Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | Aday Öğretmen Klavuzu. (1999). *YÖK/Dünya Bankası Milli Eğitimi Geliştirme Projesi Hizmet Öncesi Öğretmen Eğitimi*, Ankara. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Preparing a Project Proposal |
| 2 | Preparing a Project Proposal |
| 3 | Evaluate a Project |
| 4 | Preparing |
| 5 | Preparing |
| 6 | Application |
| 7-8 | Mid-Term Exam |
| 9 | Application |
| 10 | Application |
| 11 | Application |
| 12 | Preparing Report |
| 13 | Preparing Report |
| 14 | Preparing Report and Exhibit |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916007 | **COURSE NAME** | Measurement and Evaluation |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 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 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The place and the importance of measurement and evaluation in education, basis of measurement and evaluation, properties of educational psychometric instruments. The psychometric instruments which in use in education and their properties. Basic statistical techniques that in use for analyze the scores taken from psychometric instruments. Evaluating the educational outcomes, scoring and developing an educational psychometric instrument which related student’s major. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Comprehension the importance of measurement and evaluation in education. The knowledge of basic concepts of measurement and evaluation. Developing and administering a proper psychometric instrument. Using proper statistical analysis. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | Comprehend the importance of measurement and evaluation in education and basic terms that related to it. Measure the reliability and validity of a psychometric instrument. Develop, administer and score psychometric instruments. Analyze the test statistics and item statistics of test scores. | | | | | | |
| **TEXTBOOK** | | | | | | Turgut, M.F. ve Baykul, Y. (2010). *Eğitimde ölçme ve değerlendirme metotları*. Ankara: PegemA yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | | Atılgan, H., Kan, A. ve Doğan, D. (2007). *Eğitimde ölçme ve değerlendirme*. Ankara: Anı Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | None | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introducing |
| 2 | Place and importance of measurement and evaluation in education. |
| 3 | Basic terms (measurement, types of measurement, types of scales and their properties, evaluation). |
| 4 | Error in measurement, techniques to determine reliability of a psychometric instrument. |
| 5 | Validity, techniques to determine validity of a psychometric instrument. Usefulness. |
| 6 | Psychometric instruments that use in education and their properties, essay questions, oral exams and short-answered questions. |
| 7-8 | Mid-Term |
| 9 | Matching items, true/false items, and multiple choice tests. |
| 10 | Performance assessment. |
| 11 | Test statistics, distribution statistics |
| 12 | Test statistics, distribution statistics |
| 13 | Item statistics |
| 14 | Item statistics |
| 15-16 | Final Exam |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916008 | **COURSE NAME** | Instructional Materials Development in Early Childhood Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( X) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( )  Content Knowledge ( x ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | | 1 | 30 |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | |  | | --- | | The course aims to inform teachers about developing the instructional materials. | |  | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The course aims to inform and get experience of preschool teachers about developing the instructional materials. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Teachers will be more professional about developing the instructional materials. | | | | | | | |
| **COURSE OUTCOMES** | | | | | Explains preschool education materials  Explains the features of educational materials Plans preschool education materials Prepares preschool education materials Selects suitable elements for the making of education materials Selects suitable educational materials for preschool children | | | | | | | |
| **TEXTBOOK** | | | | | Kandır, A. ve Tezel Şahin, F.(2011). *Eğitici oyuncak.* İstanbul: Morpa Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Isenberg ,J.P., Jalongo,M.R.(1993). *Creative Expression and Play in the Early Childhood Curriculum,*Printed in the United States of America. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Importance Of Education Materials for Preschool |
| 2 | Importance of Education Materials for Preschool |
| 3 | Toys and Play Materials |
| 4 | Toys and Play Materials |
| 5 | Materials for Art Education |
| 6 | Materials for Music Education, Science and Nature Materials |
| 7-8 | MID-TERM EXAM |
| 9 | Preparational Materials for Reading and Writing |
| 10 | Books and Materials for Sensory Education |
| 11 | Planing and Preparing Educational Materials |
| 12 | Planing and Preparing Educational Materials |
| 13 | Planing and Preparing Educational Materials |
| 14 | Planing and Preparing Educational Materials |
| 15,16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916009 | **COURSE NAME** | Social Skills Training for Children |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( x ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 20 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 40 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Final-Term | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The definition, scope and importance of social and emotional development; Creation of classroom rules in preschool education institutions; The development of expressing, understanding, regulations of feelings in preschool period; Peer relations in preschool period; Acquisition of social skills in preschool period;Prosocial and antisocial behavior in preschool children; The definition, scope and importance of social problem-solving for preschool children; Basic concepts and steps of social problem solving; Planning, application and evaluation of social problem-solving activities. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to ensure general knowledge about social- emotional development and social problem solving skills of preschool children to teacher candidates and to gain a perspective about social- emotional development and social problem solving skills in preschool period. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Having knowledge about the definition, scope of social and emotional development.  2. Having knowledge about creation of classroom rules in preschool education institutions.  3. Having knowledge about characteristics of the social and emotional development for preschool children.  4. Having knowledge about social problem-solving skills for preschool children.  5. Having knowledge about creating social problem solving activities for preschool children. | | | | | | | |
| **TEXTBOOK** | | | | | | Dereli, E. (2009). *Çocuklarda Sosyal Problem Çözme*. Konya: Tablet Kitabevi. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Çağdaş, A. & Seçer, Z. (2012). *Çocuk ve Ergende Sosyal ve Ahlak Gelişimi*. Arı. R. (Ed.). Ankara: Nobel Yayın DağıtımBingham, A. (2013). *Çocuklarda Problem Çözme Yeteneklerinin Geliştirilmesi.* Oğuzkan, F. A. (Çev.). 4. basım*.* İstanbul: MEB BasımeviSungur, N. (2011). *Yaratıcı Düşünce*. 2. baskı. İstanbul: Evrim Yayınevi ve Tic. Ltd. Şti.Çiftçi, İ. & Sucuoğlu, B. (2013*). Bilişsel Süreç Yaklaşımıyla Sosyal Beceri Öğretimi.* Ankara: Kök Yayıncılık.Çetin, F., Bilbay, A. & Kaymak D. (2012). *Araştırmadan Uygulamaya Çocuklarda Sosyal Beceriler.* 2. baskı., İstanbul: Epsilon Yayıncılık Hizmetleri Tic. San. Ltd. Şti. Avcıoğlu, H.(2014). *Etkinliklere Sosyal Beceri Eğitimi.* Ankara: Kök Yayıncılık Hortaçsu, N. (2012). *Çocuklukta İlişkiler, Ana Baba Kardeş ve Arkadaşlar*. Ankara: İmge Kitapevi Yayınları.Akkök, F.(2013*). İlköğretimde Sosyal Becerilerin Geliştirilmesi*. İstanbul: Özgür Yayınları | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Definition, Scope and Importance of Social and Emotional Development |
| 2 | Creation of Classroom Rules in Preschool Education Institutions |
| 3 | The Development of Expressing, Understanding, Regulations of Feelings in Preschool Period |
| 4 | Peer Relations in Preschool Period |
| 5 | Acquisition of Social Skills in Preschool Period |
| 6 | Prosocial and Antisocial Behavior in Preschool Children |
| 7-8 | MID-TERM EXAM |
| 9 | The Definition, Scope and Importance of Social Problem-Solving for Preschool Children; |
| 10 | Basic Concepts and Steps of Social Problem Solving |
| 11 | Planning of Social Problem-Solving Activities. |
| 12 | Application of Social Problem-Solving Activities. |
| 13 | Evaluation of Social Problem-Solving Activities. |
| 14 | Evaluation of The Social Problem Solving Skills |
| 15,16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916010 | **COURSE NAME** | Speech and Language Disorders |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( x ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | | |  | | | General Knowledge( )  Content Knowledge ( x ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 20 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 40 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Final-Term | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Definition scope and importance of language; Definition scope and importance of language development; Basic concepts related to language development; Components of Language; Basic concepts related to language acquisition; Speech and language development in children; Physiological basis of language and speech; Factors affected that speech and language development; Language assessment tools used in Turkey; Definition and differences of Language disorders and delayed speech; Identification and classification of language and speech disorders I (Medical and psycholinguistic models); Identification and classification of language and speech disorders II (voice disorders, fluency disorders); Identification and classification of language and speech disorders III (Articulation disorders, developmental language disorders, specific language impairment); Some special cases in the speak and language (intellectual disabilities, autism, hearing problems, oral motor problems); Diagnosis and training in the types of language disorders; Diagnosis and training in the types of speech disorders; Intervention approaches; Mainstreaming of Language and speech disorder. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to ensure general knowledge about language and speech disorders to teacher candidates and to gain a perspective about language in childhood. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Having knowledge about features language development of early childhood.  2. Having knowledge about language and speech disordersof early childhood.  3. Having knowledge about preventing and improve of speech and language disorders in early childhood.  4.Having knowledge about education and learning of speech and language disorders in early childhood. | | | | | | | |
| **TEXTBOOK** | | | | | | Turan, F.(2012). İletişim, Dil ve Konuşma Bozuklukları Olan Çocuklar , Metin E.N.(Editör). *Özel Gereksinimli Çocuklar*. Ankara: Maya Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Korkmaz, B. (2010). *Dil ve Beyin; Çocuklarda Dil ve Konuşma Bozuklukları*. İstanbul: Yüce Yayım.  Turan, F., & Akoğlu, G. (2011). İletişim, Dil ve Konuşma Bozuklukları Olan Çocuklar ve Eğitimleri. Baykoç, N. (Editör*). Özel Gereksinimli Çocuklar ve Özel Eğitim*. Ankara: Eğiten Kitap Yayınları  Dağdöven, Ö.Ö., & Erbil, B.(2014). 100 soruda Dil ve Konuşma Bozuklukları- Geç Konuşan Çocuklar. Ankara: Doğan Kitap.  Yıldı-z Bıçakçı, M., & Aral, N. (2010). Dil Gelişimi. *Eğitim Psikolojisi* (Edit. N. Aral ve T. Duman), İstanbul:Kriter Yayınları,  Aral, N.; & Gürsoy, F.(2010). *Özel Eğitim Gerektiren Çocuklar ve Özel Eğitime Giriş*. İstanbul: Morpa Yayıncılık.  Arı, M.; Akoğlu, G.; & Şipal, R.F. (2010). Okul Öncesi Eğitimcileri ve Aileler İçin Dil Gelişimini Değerlendirme ve Destekleme Rehberi. Ankara: Gündüz Eğitim Kurumları  Yılmaz, Ş.(2014). Erken Çocuklukta İletişim-Dil-Konuşma. Fazlıoğlu, Y.( Editör) *Erken Çocukluk Gelişimi ve Eğitimi*. İstanbul: Kriter Yayınları.  Konrot,A.(2010).İletişim Yetersizliği Olan Çocuklar.Ataman,A.(Editör). *Özel Eğitime Giriş* Ankara:Gündüz Eğitim ve Yayıncılık  Karasu,N.(2011).Üstün Zeka/Yetenek,Dil ve Konuşma Bozukluğu,Otizm Spectrum Bozukluğu. Diken İ.H.(Editör) İlköğretimde Kaynaştırma Ankara:Pegem Akademi | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition Scope and Importance of Language; Definition Scope and Importance of Language Development |
| 2 | Basic Concepts Related to Language Development; Components of Language |
| 3 | Basic Concepts Related to Language Acquisition; Speech and Language Development in Children |
| 4 | Physiological Basis of Language and Speech; Factors Affected That Speech and Language Development |
| 5 | Language Assessment Tools Used in Turkey; Definition and Differences of Language Disorders and Delayed Speech |
| 6 | Identification and Classification of Language- Speech Disorders I (Medical And Psycholinguistic Models) |
| 7-8 | MID-TERM EXAM |
| 9 | Identification and Classification of Language -Speech Disorders II (Voice Disorders, Fluency Disorders) |
| 10 | Identification and Classification of Language-Speech Disorders III (Articulation Disorders, Developmental Language Disorders, Specific Language Impairment); |
| 11 | Some Special Cases in The Speak and Language (Intellectual Disabilities, Autism, Hearing Problems, Oral Motor Problems) |
| 12 | Diagnosis And Training in The Types of Language Disorders; Diagnosis and Training in The Types of Speech Disorders |
| 13 | Intervention Approaches |
| 14 | Mainstreaming of Language and Speech Disorder |
| 15,16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916011 | **COURSE NAME** | Preschool Education in Different Countries |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( x ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( )  Content Knowledge ( x ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 20 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 40 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Final-term | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Investigation of pre-school education program, Preschool education practices in Europe I (Montessori Approach; Project Approach); Preschool education practices in Europe II (Portage Approach in Early Childhood Education; Family Education applications); Preschool education practices in Europe III ( Child-to-Child Approach in Education; High Scope Approach) ; Preschool education practices in Europe IV( Reggio Emilia Approach, Head Start Approach, Outdoor Education); Preschool education practices in Europe V ( Waldorf Approach; Bank Street Approach); Preschool education practices in Europe VI (Summer Hill Approach; Netherlands Opstop Approach);Family involvement in Europe preschool education; Mainstreaming of special needs children in Europe preschool education; Mainstreaming of special needs children in Asian preschool education; Preschool teacher training in European and Asian countries. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to ensure general knowledge about pre-school education programs, models, approaches, family involvement, mainstreaming and preschool teacher training in turkey and abroad and to gain a perspective about preschool pre-school education program, models and approaches. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Having knowledge about the definition, scope of preschool education programs.  2. Understanding the importance of pre-school education programs.  3. Having knowledge about implemented pre-school education programs in Turkey.  4.Having knowledge about preschool education programs, models and approaches in abroad.  8. Comparison of implemented pre-school education programs, models and approaches in abroad countries with Turkey. | | | | | | | |
| **TEXTBOOK** | | | | | Temel, F. ( 2011). *Erken Çocukluk Eğitiminde Yaklaşımlar ve Programlar*. Ankara: Vize Yayıncılık | | | | | | | |
| **OTHER REFERENCES** | | | | | Başal, H. A. (2011). *Okul Öncesi Eğitiminde Uygulanan Farklı Modeller*. Bursa: Dora Yayıncılık  Köksal-Akyol, A. (2014) *Erken Çocukluk Eğitiminde Proje Yaklaşımı ve Uygulanmış Proje Örnekleri.* Ankara: Anı Yayıncılık.  MEB (Komisyon). (2013). *Milli Eğitim Bakanlığı.Temel Eğitim Genel Müdürlüğü Okul Öncesi Eğitimi Programı.* Ankara: MEB.  Oktay, A. (2011). *Yaşamın Sihirli Yılları: Okul Öncesi Dönem.* İstanbul:  Epsilon Yayınları  Fazlıoğlu, Y. ( 2011). *Erken Çocukluk Gelişimi ve Eğitimi*. İstanbul: Kriter Yayıncılık.  Başal, H.A.(2013). *Okul öncesi Eğitime Giriş*.İstanbul: Ekin Basım Yayın. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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



**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** | 171917001 | **COURSE NAME** | Guidance |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 7 | 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 | 30 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, basic concepts, student personality services, place in these services and counseling, principles of development guidance, counseling and guidance of the kind of services (services), technology, organization and personnel, new developments in the field, guided by pre-school children recognition techniques, directory -Teacher collaboration, teacher's guidance tasks, guidance Programs in Preschool Education will be discussed. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Purpose of student personal services and the place in education, definition of guidance services, purposes and  principles of guidance and counseling, description of students, to guide students, counseling,  social relations, vocational guidance, special education and to define the students who have special needs. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of the course, students will be able to:   1. Skills  on applying basic guidance knowledge 2. Skills on describing and applying guidance 3. Skills on coordination with guidance service 4. Skills on discrimating the students who need special education 5. Skills on discriminating the students with special problems 6. Skills on deciding the guidance activities 7. Skills on deciding the guidance activities among students’ developmental needs | | | | | | |
| **TEXTBOOK** | | | | | | Yeşilyaprak, B. (2006). *Gelişimsel rehberlik*. Ankara: Morpa Yayın. | | | | | | |
| **OTHER REFERENCES** | | | | | | 1. Aydın, B. (Ed.) (2007). *Rehberlik*. Ankara: Pegema Yayıncılık.  2.Can, G. (Ed) (2002). *Psikolojik danışma ve rehberlik*. Ankara: Pegema Yayıncılık.  3. Kuzgun, Y. (2011). *Rehberlik ve psikolojik danışma.* Ankara: Nobel Yayın.  4. Gazioğlu, E., Mertol, Ş. (Ed) (2008). *Öğretmen ve öğretmen adayları için rehberlik*. İstanbul: Pegema Yayıncılık.  5.Yeşilyaprak, B. (2005). *Eğitimde rehberlik hizmetleri*. Ankara: Nobel Yayınları | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | - | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction; meeting, course content, resources and evaluation of information about  Presentation of Psychological Counseling and Guidance |
| 2 | Student Counseling Service in Contemporary Education |
| 3 | Definition and importance of guidance |
| 4 | Objectives and Principles of Guidance |
| 5 | Studies Guidance History of the World and Turkey |
| 6 | Scope of Guidance and Service Areas |
| 7-8 | MID-TERM EXAM |
| 9 | Developmental Guidance |
| 10 | Personal Guidance |
| 11 | Educational Guidance |
| 12 | Vocational Guidance |
| 13 | Individual Recognition Techniques |
| 14 | Organization and Evaluation of Psychological Counseling and Guidance Services |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171917002 | **COURSE NAME** | Teachıng Practice (I) |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | | **TYPE** | **LANGUAGE** |
| 7 | 2 | | 6 | 0 | | | 5 | 12 | | |  | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
| %100 | |  | | | |  | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 30 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 30 |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | | Theorics | | | | | 1 | | 40 |
| **PREREQUIEITE (S)** | | | | | --- | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, meeting with teachers and children in implementation school, sharing the implementation calender, examination of classroom and teachers’ curriculum plans, taking information about the environment and materials, preparing a one-month-plan, planing, implementing and evaluating a one-day-plan and activities, preparing a portfolio of all the implementations of term will be carried out. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Knowledge and skills gained in a school environment where student teachers can developt try and win the specifications required by the profession. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | Gain practical features required by the profession | | | | | | | |
| **TEXTBOOK** | | | | | ESOGÜ Eğitim Fakültesi İlköğretim Bölümü Öğretmenlik Uygulaması-1 Kılavuzu | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Planning |
| 2 | Preparation of Material which is Necessary for Daily Plan. |
| 3 | Applying of Plan Orsomeactivities of Plan. |
| 4 | Applying of Plan Orsomeactivities of Plan. |
| 5 | Applying of Plan Orsomeactivities of Plan. |
| 6 | Applying of Plan Orsomeactivities of Plan. |
| 7-8 |  |
| 9 | Applying of Plan Orsomeactivities of Plan. |
| 10 | Applying of Plan Orsomeactivities of Plan. |
| 11 | Preparing a Plan for managing undesirable behaviours of Student. |
| 12 | Practies and Evaluation of Prepared Plan |
| 13 | Preparing Evaluation Report for Applications. |
| 14 | Preparation of Portfolio |
| 15-16 | FİNAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171917003 | **COURSE NAME** | Research Project I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 7 | 1 | | 2 | 0 | | | 2 | 5 | | COMPULSORY ( X ) ELECTIVE () | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
| %25 | | %50 | | | %25 | | | | General Knowledge( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | |  |  |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | |  |  |
| Project | | | | 1 | 50 |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | | Project | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course, examination of researchs related to child development and early childhood education, searching the literature, identifying a problem, preparation of research proposals in accordance with this problem will be discussed. | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to research about child development and preschool education. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Identifying topic related to preschool education.  2. Research current resources related to preschool education.  3. Data collecting related to research topic.  4. Data reporting related to Research topics | | | | | |
| **TEXTBOOK** | | | | | | Karasar, N. (2010). *Bilimsel Araştırma Yöntemleri.* Ankara: Nobel Yayın Dağıtım. | | | | | |
| **OTHER REFERENCES** | | | | | | Karasar, N. (2010). *Araştırmalarda rapor hazırlama*. Ankara: Nobel Yayın Dağıtım.Şimsek, A. ve Yıldırım, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayınları.Büyüköztürk, Ş. (2013). *Sosyal bilimler için veri analizi el kitabı istatistik, araştırma deseni spss uygulamaları ve yorum.* Ankara: Pegem Akademi Yayınları. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is a scientific research? What are the steps of a scientific research? |
| 2 | What is a literature review? How is it done? |
| 3 | Literature reviews of pre-school studies in education |
| 4 | Literature reviews of pre-school studies in education |
| 5 | Suggest a problem situation, and explain the importance and necessity of this subject |
| 6 | Suggest a problem situation, and explain the importance and necessity of this subject |
| 7-8 | Midterm Exam |
| 9 | Make literature review for the problem situation |
| 10 | Make literatüre review for the problem situation |
| 11 | Make decision about the working group of the research |
| 12 | Make a decision on the research method |
| 13 | Preparation and presentation of the research proposal |
| 14 | Preparation and presentation of the research proposal |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 171917004 | **COURSE NAME** | Preparation for Literacy Studies |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 7 | 2 | | 2 | 0 | | | 3 | 5 | | COMPULSORY (X ) ELECTIVE () | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, the importance of pre-school preparatory work on literacy in education, basic concepts, literacy approaches, factors affecting literacy acquisition, development of literacy, early literacy, reading skills and sub-areas; alphabet knowledge (pre-alphabet stage / logografik level, partial alphabet step / half phonetic level, the full alphabet stage, unified alphabet stage / pronunciation), phonological process skills (sound awareness, voice memo, voice usage), verbal language skills and vocabulary development , preparation for writing (writing awareness), preparedness planning activities suitable for pre-school literacy training, implementation and evaluation issues will be discussed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The course aims to inform teacher candidates about the preparation for literacy. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Learn about the development of literacy skills and related theories, 2. Groups in preparation for reading and writing activities. 3. Prepares activities reading and writing preparation. 4. Gives examples for preparation activities. 5. Implements the preparatory activities in appropriate environment and also with appropriate materials for children to reading and writing. 6. Prepare literacy activities, guide families about literacy development, 7. Evaluate and criticize the scientific researches on literacy. | | | | | | | |
| **TEXTBOOK** | | | | | Üstün, E. (2003). *Okul öncesi dönemdeki çocukların okuma yazma becerilerinin gelişimi*. İstanbul: Morpa Yayınevi. | | | | | | | |
| **OTHER REFERENCES** | | | | | Akyol, H. (2008). *Türkçe ilkokuma yazma öğretimi*. Pegem Akademi Yayıncılık.Güneş, Firdevs (2008). *Ses temelli cümle yöntemi*. Ankara: Nobel Yayıncılık.Çelenk, S. (2003). İlkokuma-yazma öğretiminde kuluçka dönemi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi,* cilt: 36, sayı: 1-2, s. 76 -80. Deretarla Gül, E., Bal, S. (2006). Anasınıfı Öğretmenlerinin Okuma Yazmaya Hazırlık Çalışmalarına İlişkin Bakış Açıları, Sınıf İçi Kullanılan Materyal ve Etkinlikler ile Çocukların Okuma Yazmaya İlgilerinin İncelenmesi. *Çocuk Gelişimi ve Eğitimi Dergisi*, cilt: 3, sayı: 1-2, s. 33-51. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction, course plan and general information about the course. |
| 2 | The development of literacy skills in early childhood |
| 3 | The theories about literacy development |
| 4 | The development stages of reading skills in early childhood |
| 5 | The development stages of writing skills in early childhood |
| 6 | Literacy environment and materials in early childhood education institutions |
| 7-8 | Midterm Exam |
| 9 | Observation at early childhood education institutions for literacy environment and materials |
| 10 | The importance and responsibilities of families on the development of literacy skills |
| 11 | Presenting of literacy activities |
| 12 | Practice the literacy activities with the children |
| 13 | Practice the literacy activities with the children |
| 14 | Evaluation of implementations |
| 15,16 | FINAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171917005 | **COURSE NAME** | Child and Drawing |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 7 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( ) ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | |  | | --- | | During the course these issues will be discussed:  The developmental stages of children,  The types of examining the child drawings,  Developmental and psychological evaluation of children by examining the child drawings  Review the drawings of children | |  | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this lesson is to inform teachers about the universally known developmental stages of drawing and other developmental areas. In addition, another objective of this course is to inform about the pictures which are the best way to express a child’s self-image and feelings and also to make easier to identify children. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | A teacher who is professional concerning the developmental process of children’s drawings, will be able to support children and develop their skills in this direction. | | | | | | | |
| **COURSE OUTCOMES** | | | | | Understands the development of children's fine motor skills. Knows and says the approaches for the development of drawing in children  Knows and says the steps of drawing development in children Selects the equipment and materials may be used for development of a child's drawing  Knows and implements the types of children's drawings and assessment  Supports the elements, selects, implements and evaluates the development of drawing skills and creativity of children. | | | | | | | |
| **TEXTBOOK** | | | | | Artut, K. (2010). *Okul öncesinde resim eğitimi*. Ankara: Anı Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | - | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is The Place and Importance in The Development of Children's Drawings? |
| 2 | Children's Drawings for The Opinions |
| 3 | Stages of The Development of Children's Picture |
| 4 | Stages of The Development of Children's Picture |
| 5 | Children's Paintings to Investigate The Types |
| 6 | Developmental Significance of Children's Drawings |
| 7-8 | Mıdterm Exams |
| 9 | Psychological Meaning of Children's Drawings |
| 10 | Examination of Children's Drawings |
| 11 | Examination of Children's Drawings |
| 12 | Evaluation and Reflection of The Development of Children's Drawings for The Child to Read |
| 13 | Development of Children Requiring Special Education Picture |
| 14 | Examination of Children's Paintings, Depending on A Variety of Factors |
| 15-16 | Fınal Exam |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171917006 | **COURSE NAME** | Physical Education in Preschool |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 7 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( ) ELECTIVE (X) | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
|  | |  | | |  | | | | General Knowledge( )  Content Knowledge ( X ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | 1 | 30 |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | |  |  |
| Project | | | |  |  |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | | Homework | | | | 1 | 70 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | The role of physical activity in child development, to the category of human movement and individual -group activities,for appropriate this movement, training plays, information about physical activity tools and materials and using this tools and materials, vehicle plays class plays, rhythmic activities and musical plays(rond),movents can be movement education activities for preschool children, features to be considered in movement education. | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to organized suitable human movement at individual and group activities planing to suitable play activities for preschool children, knowing activities for preschool clidren. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | |
| **COURSE OUTCOMES** | | | | | | 1.Having knowledge about the movements for preschool children and applied this movements.  2. Understanding to physical activity  3.Having knowledge about the individual and group activities according to human movement.  4. Having knowledge about the tools that can be used on physical movement.  5. .Having knowledge about the class plays.  6.Having knowledge about the rhythmic activity and the musical plays.. | | | | | |
| **TEXTBOOK** | | | | | | Güven. N. M. (2005) O*kul öncesi ve ilköğretimde beden eğitimi*. Ankara: Kök Yayıncılık. | | | | | |
| **OTHER REFERENCES** | | | | | | Kale, R. (2010). *Okul öncesi dönemde beden eğitimi ve oyun öğretimi*. Ankara: Nobel Yayınları.  İnan. M. (2003). *3-9 yaş çocukları için uygulamalı hareket eğitimi*. İstanbul: Morpa Yayıncılık.  Kale. R. (2003). *Okul öncesi dönemde beden eğitimi ve oyun öğretimi.* Nobel Yayınevi, Ankara.  Güneş, A. (2010). *Okullarda beden eğitimi ve oyun öğretimi*. Ankara: Pegem Yayınları.  Özer. D. S., Özer. M.K. (2000). *Çocuklarda motor gelişim*. İstanbul: Kazancı Kitap.  Seyrek. H., Sun. M. (1985). *Çocuk oyunları*. İzmir: Mey Yayınları. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The role of physical activity in child development - developmental tasks of preschool child |
| 2 | Importance, purpose and principles of teaching physical education and plays |
| 3 | Categories of human movements and individual and group activities for this movements. |
| 4 | Training plays I |
| 5 | Training plays II |
| 6 | Equipment and materials related to physical activity and using information this equipment and materials. |
| 7-8 | Mid-term exam |
| 9 | Instrumented plays |
| 10 | Classroom plays |
| 11 | Rhythmic activities and musical plays |
| 12 | Play activities for preschool education |
| 13 | Features to be considered in movement education. |
| 14 | Home-school activities supported to children’s physical education and plays. |
| 15-16 | FINAL EXAM |

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



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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171917008 | **COURSE NAME** | Environment Education in Preschool |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 7 | 2 | | 0 | 0 | | | 2 | 4 | | COMPULSORY ( )  ELECTIVE (X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( ) Content Knowledge (X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Environment concept, regional and local environment problems, foundations and activities related to the environment, environment education, sustainable development, environment education activities in early childhood periods. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main purpose of the course: to provide students gain information about last trends about the environmental problems, emphasize the importance of gaining environmental conscious to the children in early childhood period and also provide them to gain information about the environmental education activities can be done with the children. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Can explain main concepts related to the environment and know the scientists in this area. 2. Share the environmental problems with his/her colleagues to be gained environmental conscious. 3. Can transfer the reasons and solutions of environmental problems. 4. Can develop the positive attitudes to the environment with the projects and applications in order to provide the children?s understanding environmental problems better. 5. Can organize activities in order to provide the children to gain the environmental conscious. 6. Can plan and apply environmental education activities in early childhood period. | | | | | | | |
| **TEXTBOOK** | | | | | Güler, H ve Öznacar M. H. (2010). Okul Öncesi Dönem Çocukları İçin Çevre Eğitimi Etkinlikleri. PegemA yayıncılık.  Gülay, H. Ve Önder, A. (2011). Sürdürülebilir Gelişim İçin Okulöncesi Dönemde Çevre Eğitimi. Nobel akademik Yayıncılık.  Önder, A. ve Özkan, B. (2013). Sürdürülebilir Çocuk Gelişimi Okul Öncesinde Etkinliklerle Çevre Eğitimi. | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Planning The Necessities of Environment Education Course and Planning of The Presentations, Activities and Field Trips |
| 2 | Discussion About The Environment and Concepts Related to The Environment Education |
| 3 | Aim, İmportance and Principles of Environment Education in Early Childhood Period |
| 4 | Miniktema Project, Application and Activities Environmental Foundations and Activities |
| 5 | Environment Education Activities in Early Childhood Period |
| 6 | Recycling |
| 7-8 | MID-TERM |
| 9 | Activity I: Environment Education in School Garden |
| 10 | Activity II: Environment Education Out of School in Early Childhood Period |
| 11 | Activity III: Environment Education Out of School in Early Childhood Period |
| 12 | Preparing Environment Education Activities Could Done in The Class About Early Childhood Education Period |
| 13 | Presentations |
| 14 | Presentations |
| 15,16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171918001 | **COURSE NAME** | Transition to School and Primary Education Programs |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY (X )  ELECTIVE ( ) | | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** | |
| %100 | |  | | | |  | | | | | General Knowledge( )  Content Knowledge ( ) | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, transition to primary school from pre-school, school readiness and adaptation to school, primary school age children with developmental characteristics, outcomes and indicators according to the class, teaching methods and techniques (concept mapping, brainstorming, jigsaw, etc.), planning of school programs, implementation and evaluation issues will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | |  | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | * Explains the concepts of adaptation and school readiness, * Discusses the importance of readiness in the transition to primary school * Designs preparation activities (reading readiness, math, social and self-care skills) for primary school, * Discusses the roles of stakeholders in the transition and adaptation process from preschool to primary school. * Evaluates the transition from preschool to primary school education. | | | | | | | |
| **TEXTBOOK** | | | | | Alisinanoğlu, F. (Edt.) (2013). *İlköğretime hazırlık ve ilköğretim programları.* Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | - | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction |
| 2 | School visits |
| 3 | Elementary education curriculum |
| 4 | Elementary education curriculum |
| 5 | School readiness activities |
| 6 | School readiness activities |
| 7-8 | Midterm Exam |
| 9 | School readiness activities |
| 10 | Literacy in eraly childhood education |
| 11 | Mathematics in eraly childhood education |
| 12 | Parent-school-teacher interaction |
| 13 | Evaluation of school readiness |
| 14 | Measurement scales for school readiness |
| 15-16 | Final exam |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171918002 | **COURSE NAME** | Teachıng Practice (II) |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | | **TYPE** | **LANGUAGE** |
| 8 | 2 | | 6 | 0 | | | 5 | 12 | | |  | TR |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
| %100 | |  | | | |  | | | General Knowledge( ) Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 30 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | | 1 | | 30 |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | | Theorics | | | | | 1 | | 40 |
| **PREREQUIEITE (S)** | | | | | --- | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, meeting with teachers and children in implementation school, sharing the implementation calender, examination of classroom and teachers’ curriculum plans, taking information about the environment and materials, preparing a one-month-plan, planing, implementing and evaluating a one-day-plan and activities, preparing a portfolio of all the implementations of term will be carried out. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Knowledge and skills gained in a school environment where student teachers can developt try and win the specifications required by the profession. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | Gain practical features required by the profession | | | | | | | |
| **TEXTBOOK** | | | | | ESOGÜ Eğitim Fakültesi Temel Eğitim Bölümü Öğretmenlik Uygulaması-1 Kılavuzu | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Planning |
| 2 | Preparation of Material which is Necessary for Daily Plan. |
| 3 | Applying of Plan Orsomeactivities of Plan. |
| 4 | Applying of Plan Orsomeactivities of Plan. |
| 5 | Applying of Plan Orsomeactivities of Plan. |
| 6 | Applying of Plan Orsomeactivities of Plan. |
| 7-8 |  |
| 9 | Applying of Plan Orsomeactivities of Plan. |
| 10 | Applying of Plan Orsomeactivities of Plan. |
| 11 | Preparing a Plan for managing undesirable behaviours of Student. |
| 12 | Practies and Evaluation of Prepared Plan |
| 13 | Preparing Evaluation Report for Applications. |
| 14 | Preparation of Portfolio |
| 15-16 | FİNAL EXAM |

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



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

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171918003 | **COURSE NAME** | Reseach in Preschool Education II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 8 | 1 | | 2 | 0 | | | 2 | 6 | | COMPULSORY ( X ) ELECTIVE () | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | |
| %25 | | %50 | | | %25 | | | | General Knowledge ( ) Content Knowledge ( ) | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | **Quantity** | **%** |
| 1st Mid-Term | | | |  |  |
| 2nd Mid-Term | | | |  |  |
| Quiz | | | |  |  |
| Homework | | | |  |  |
| Project | | | | 1 | 50 |
| Report | | | |  |  |
| Others (………) | | | |  |  |
| **FINAL EXAM** | | | | | | Project | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | None | | | | | |
| **COURSE DESCRIPTION** | | | | | | Collecting, analyzing data, discussing the results and preparing a research report according to the prepared research proposal in the “Research in Early Childhood Education II” course. | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to research and present about child development and preschool education. | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Application of scientific research projects.  2.Evaluation applied scientific research project.  3.Reporting of Scientific research project. | | | | | |
| **TEXTBOOK** | | | | | | Karasar, N. (2010). *Bilimsel Araştırma Yöntemleri.* Ankara: Nobel Yayın Dağıtım. | | | | | |
| **OTHER REFERENCES** | | | | | | Karasar, N. (2010). *Araştırmalarda rapor hazırlama*. Ankara: Nobel Yayın Dağıtım.Şimsek, A. ve Yıldırım, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayınları.Büyüköztürk, Ş. (2013). *Sosyal bilimler için veri analizi el kitabı istatistik, araştırma deseni spss uygulamaları ve yorum.* Ankara: Pegem Akademi Yayınları. | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Collecting data according to the prepared research proposal in the “Research in Early Childhood Education II” course |
| 2 | Collecting data according to the prepared research proposal in the “Research in Early Childhood Education II” course |
| 3 | Collecting data according to the prepared research proposal in the “Research in Early Childhood Education II” course |
| 4 | Analysis of the collected data |
| 5 | Analysis of the collected data |
| 6 | Analysis of the collected data |
| 7-8 | MID-TERM EXAM |
| 9 | Implementation of Project and Evaluation of Project Results |
| 10 | Implementation of Project and Evaluation of Project Results |
| 11 | Implementation of Project and Evaluation of Project Results |
| 12 | Reporting and Discussion of Project Results |
| 13 | Reporting and Discussion of Project Results |
| 14 | Reporting and Discussion of Project Results |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171918004 | **COURSE NAME** | Turkish Educational System and School Management |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE** |
| 8 | 2 | | 0 | | 0 | | 2 | | 4 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Culture Knowledge** | | | | **Elective Course** | | | | |
| %100 | |  | |  | | | | General Knowledge( ) Content Knowledge ( ) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | | Evaluation Type | | | | | Quantity | % |
| Mid-Term | | | | | 1 | 30 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 20 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | | \_\_ | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Basic principles and objectives of the Turkish education system, legal regulations related to education, Turkish education system, management theories and processes, school organization and management, staff, students, faculty, and business processes in school management, public participation in school, the school-environment relations. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to make pre-service teachers have general knowledge related to Turkish Education System and gain a perspective about school management. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Having knowledge about the social foundations of education. 2. Analyzing and discussing the education system and schools from a variety of perspectives.  3. Organization and management approaches developed for analyzing the effects of education and school management 4. Understanding how education system is organized and following current events and discussions in education.  5. Knowing the source of human power in education and understanding the branch which holds this system.  6. Understanding the management process. 7. Knowing school management processes and functions.  8. Stating recommendations to solve the problems about management of education and school. | | | | | | |
| **TEXTBOOK** | | | | | | * Şişman, M. (2011). *Türk eğitim sistemi ve okul yönetimi* (4. baskı). Ankara: Pegem A Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | | * Şişman, M. (2011). *Türk eğitim sistemi ve okul yönetimi* (4. baskı). Ankara: Pegem A Yayıncılık. * Şişman, M., Açıkalın, A. & Turan, S. (2007). *Bir insan olarak okul müdürü*. Ankara: Pegem A Yayıncılık. * Şişman, M. (2011). *Eğitimde mükemmellik arayışı* (2. baskı). Ankara: Pegem A Yayıncılık. * Şişman, M. (2011). *Öğretim liderliği* (3. baskı). Ankara: Pegem A Yayıncılık. * Çelik, V. (Ed.). (2010). *Türk eğitim sistemi ve okul yönetimi* (3. baskı). Ankara: Pegem A Yayıncılık. * Kesknkılıç, K. (Ed.). (2007). *Türk eğitim sistemi ve okul yönetimi* (1. baskı). Ankara: Pegem A Yayıncılık. * Özdemir, S. (Ed.). (2010). *Türk eğitim sistemi ve okul yönetimi* (3. baskı). Ankara: Nobel Yayıncılık. * Karip, E. (Ed.). (2011). *Eğitim bilimine giriş* (4. baskı). Ankara: Pegem A Yayıncılık. * Başaran, İ. E. (2006). *Türk eğitim sistemi ve okul yönetimi* (1. baskı). Ankara: Ekinoks Yayımevi. * Memduhoğlu, H. B. & Yılmaz, K. (Ed.). (2011). *Türk eğitim sistemi ve okul yönetimi* (3. baskı). Ankara: Pegem A Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Creation of The Education System |
| 2 | The Legal Foundations of The Education System |
| 3 | Organization And Management Structure of The Education System |
| 4 | Organizational Levels of The Education System |
| 5 | Human And Physical Sources in The Education System |
| 6 | Current Discussions and Projects in Education |
| 7-8 | Mid-Term Exam |
| 9 | Management Theories And Processes |
| 10 | School And School Management, Management of Human Source in School |
| 11 | Entity Matters of Student |
| 12 | Matters Related to Teaching and Training |
| 13 | School Management |
| 14 | Family and Community Participation in School and Overall Evaluation |
| 15-16 | Final Exam |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171918005 | **COURSE NAME** | National Children’s Plays |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | | 2 | 2 | | COMPULSORY ( ) ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | During the course it’s planned to inform about the content of cultural children’s plays and implementations. Also, its planned to create the application skills of cultural plays in the scope of the aims of the program. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | It’s aimed to establish the consciousnes of being an individual in a society by the cultural plays. So, this will make possible to cultural transfers and national consciousness. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | The course will help to create an awareness of culture and the teachers will be fulfilled in the best way. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Describes the culture 2. Knows and tells the significance of national children’s plays and toys in preschool 3. Associates the national children’s plays with development stages of children 4. Explains the social roles of national plays 5. Explains the factors that effects the transfer of national plays 6. Prepares activities for transferring the national children’s plays | | | | | | | |
| **TEXTBOOK** | | | | | | Özdoğan, B. (2014). *Çocuk ve Oyun*. Ankara: Anı Yayınları.  Poyraz, H. (2012). *Okul öncesinde oyun ve oyun örnekleri*. Ankara: Anı Yayıncılık.  Güneş, M. Ve Güneş, H. (2011). *Öğretmenler ve öğrenciler için yaşayan çocuk oyunları*. Ankara: Anı Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Oğuz, Ö.M.; Ersoy, P. (2007). *Türkiye’de 2004 yılında yaşayan geleneksel çocuk oyunları.* Ankara: Gazi Üniversitesi THBMER yayını.  Özdemir, N. (2005). *Türk çocuk oyunları I, II.* Ankara: Akçağ yayınları.  Özhan, M.; Muradoğlu, M. (1997). *Türk Cumhuriyetlerinde çocuk oyunları.* Ankara: Kültür Bakanlığı Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | - | | | | | | | |

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

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



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

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| **SEMESTER** | Spring |

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

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( ) ELECTIVE (X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( ) Content Knowledge (X) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | No | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Identification of Children-at-Risk (street children, criminalized children, working children, neglected and abused children, children in the need of protection, disadvantaged children), Discussion of Risk Factors (lack of educational opportunities, domestic and economic status etc.) the current situation of children-at-risk in the world and in Turkey, prevention and protection studies for those. Visit to The Recidential Centers which children at-risk stay in. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to assist participants exploring the factors what put children-at-risk and raise social awareness about motives and precautions against them. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. By the end of course, successful students will be able to; recognize and categorize the children-at-risk, explain the motive why those children are in this risk group in the light of scientific research findings, 2. make plan and apply preservation and prevention programs considering each risk groups, define related institutions which reintegrate those children into the society, 3. research related nongovernmental organizations working for those children and comment on their Works. | | | | | | | |
| **TEXTBOOK** | | | | | - Stuart,C.G. Bostrom (2003) Children at Promise: Nine Principles to Help Kids Thrive in an at Risk World, Jossey-Bass Inc Pub  - F.M.Gresham,K.L. Lane,T.A. O'Shaughnessy (2001). Interventions for Children With or at Risk for Emotional and Behavioral Disorders. Boston: Allyn and Bacon. - Tower-Crosson, C. (2001). Understanding Child Abuse and Neglect, Pearson Allyn & Bacon 5th.Edition. - Sandallı, S.F.(2000). Yetiştirme Yurtları Eğitim Rehberlik Programı, T.C. Başbakanlık SHÇEK Yayınları. - E. L. Cowen, A.D. Hightower, J. L. Pedro-Carroll, W. C. Work, P. A. WymanW. G. Haffey (1996) ? School Based Prevention for Children at Risk: The Primary Mental Health Project?, APA Press. - S.L.Hofferth, J.West; R.Henke (1995). Access to Early Childhood Programs for Children at Risk, Diane Pub.Co. | | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Definitions of Risk Factors Such As Violence, Trauma, Hyperactivity, Neglect and Abuse, Addiction Etc. |
| 2 | Who are The Children at-Risk? |
| 3 | The Reasons of Being Children-at-Risks |
| 4 | The Reasons of Being Children-at-Risks |
| 5 | The Role of Family and Teacher in Recognizing The Children-at-Risk |
| 6 | The Current Situation of Children-at-Risk in The World and in Turkey |
| 7-8 | MIDTERM EXAM |
| 9 | Prevention and Support Programs for Children-at-Risk in Turkey |
| 10 | Visit to The Recidential Centers Which Children at-Risk Stay in.(The Center Of Children Who Live In The Streets). |
| 11 | Prevention and Support Programs for Children-at-Risk in The World |
| 12 | Children-at-Risk and Nongovernmental Organizations |
| 13 | Visit to The Youth and Family Centers, The Children Education Homes. |
| 14 | Presentation of The Project |
| 15 | Presentation of The Project |
| 16 | FINAL EXAM |

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



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

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 171918007 | **COURSE NAME** | Preschool Education Policies |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( )  ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | The aim of this course is to designed for understanding early childhood policies in the world and to examine the implementations of these policies, to explain relationship between the structure of societies and the education policies. Turkey’s expectations and education policy will be discussed by the teaching technics sucs as questioning, lectures, case studies and observations. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of the course is to make teachers knowledgable about the applying policies of preschool education, evaluate the policies both children and society sides, and produce alternative solutions to problems through these evaluations. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The fundamental aim of the course is to provide deep professional understanding to teacher candidates in the context of early childhood policies. | | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of course, successful students will be able to; develop general understanding to the topics that are in the context of early childhood policy, explain the context and the importance of early childhood services,  Make comparisons among different early childhood programs, their aims and their contexts, examine national and international examples of the topics in the context of early childhood policy. | | | | | | | |
| **TEXTBOOK** | | | | | Tümkaya, S., Gülaçtı, F. (2012). *Erken Çocukluk Eğitimi*. Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Kağıtçıbaşı Ç., Sunar, D., Bekman, S., & Cemaliler, Z. (2005). *Erken Müdahalenin Erişkinlikte Süren Etkileri.* İstanbul: Anne-Çocuk Eğitim Vakfı Yayınları.  Kaytaz, M. (2005). *Türkiye’de Okul Öncesi Eğitimin Fayda-Maliyet Analizi*. İstanbul: Anne Çocuk Eğitim Vakfı Bekman, S. ve Gürlesel, C. F. (2005). *Doğru Başlangıç: Türkiye’de Okul Öncesi Eğitim*. İstanbul: TÜSİAD (Türk Sanayicileri ve İşadamları Derneği). | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Overview (The Description of Early Childhood Policy, The Aim and The Content) |
| 2 | The History, Importance And The Short-Long Term Effects of Early Childhood Interventions |
| 3 | The Sectors in Early Childhood Services |
| 4 | Administration and Finance of Early Childhod Services |
| 5 | Evaluation in Early Childhood Services |
| 6 | Different Program Examples in Early Childhood Services |
| 7-8 | MID-TERM EXAM |
| 9 | Educators: Qualifications, Legal Rights and Responsibilities |
| 10 | Standards in Early Childhood Services |
| 11 | Observations |
| 12 | Presentations |
| 13 | National and International Stakeholders in Early Childhood Policies |
| 14 | Current Situation of Early Childhood Interventions in Our Country |
| 15-16 | FINAL EXAM |

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



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

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171918008 | **COURSE NAME** | Thinking Skills in Preschool |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( ) ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | |  | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During this course the issues below will be discussed by teaching methods such as questioning, lectures, case studies, observations:   * Thinking skills * What are the stages of development of thinking skills * Which methods are effective for developing these skills | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The course will support teachers with necessary knowledge and equipments in order to reveal the potential that exists in children’s cognitive skills and also demonstrate practical implication examples to develop thinking skills. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | One of the purposes of preschool education is to support and develop the child’s development areas. So, primarily during this course teachers will get the chance to improve their own thinking skills and will acquire Professional experience to achieve this purpose. | | | | | | | |
| **COURSE OUTCOMES** | | | | | Explains the thinking skills,  Tells the ways of thinking,  Explains induction and deduction, the types of critical and creative thinking,  Has knowledge about cognitive taxonomy  Explains the effects of preschool theories on the reveals of the thinking skills.  Plans activities for thinking skills | | | | | | | |
| **TEXTBOOK** | | | | | Bodrova, E. ve Leong, D. J. (2014). *Zihnin araçları* (Edt: Gelengül Haktanır). Ankara: Anı Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | - | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is Thinking Skill and How Does it Emerge? |
| 2 | Types of Thinking Skills |
| 3 | Critical Thinking |
| 4 | Creative Thinking |
| 5 | Cognitive Taxonomy |
| 6 | Asking Questions to Develop Thinking Skills |
| 7-8 | Midterm Exam |
| 9 | Observation of Activities İn A Preschool Class |
| 10 | Evaluations of Observations And Videos |
| 11 | Evaluations of Observations And Videos |
| 12 | Creating Supportive Activities for Thinking Skills |
| 13 | Implication of A Supportive Activity for Thinking Skills in A Preschool Class |
| 14 | Assessing The Results of Implications |
| 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. | | | | |