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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171914012 | **COURSE NAME** | **Child and Media** |

|  |  |  |
| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| IV | 2 | 0 | 0 | 2 | 4 | COMPULSORY ( )ELECTIVE ( X ) | TURKISH |
| **COURSE CATEGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Culture Knowledge** | **Elective Course** |
|  |  |  | General Knowledge( )Content Knowledge ( X ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
| 1st Mid-Term | 1 | 40 |
| 2nd Mid-Term |  |  |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** | Homework- Project | 1 | 60 |
| **PREREQUIEITE(S)** | - |
| **COURSE DESCRIPTION** | Media theories that examine the relationship between children and digital media products (cartoon films, advertisements, computer games, internet sites, etc.); media and violence; media and bullying; media and children's rights; the influence of the media on the child development; media and childhood obesity; the role of family and school in accessing and using digital media. |
| **COURSE OBJECTIVES** | The aim of this course is to assist participants in constructing their informed opinions about the role of digital media in the lives of children and their families. Investigation of the relationship between the media culture and child development will be emphasized throughout lectures. Participants will also explore the extent of the relationship between the digital media products and children and how this relationship affects family and school life. Current debates surrounding the issue will be discussed in light of the recent research findings.  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | * To examine the relationship between media culture and child development
* To examine the dimensions of the relationship between digital media products and the child and its effects on family and school
 |
| **COURSE OUTCOMES** | By the end of course, 1. Successful students will be able to; recognize and classify various types of digital media products such as TV programs, the web-based content/games,

2. computer games, explain the effects of media on children's physical, cognitive, language and socio-emotional development,distinguish and compare the leading theories of children and media,3. analyze the digital media's impact on children's relationships with their families and schools by basing their opinions to the current literature,4. assess the impact of various media products on school dynamics by using appropriate instruments and methods |
| **TEXTBOOK** | Giritli Yiğitli, Y. ve Akıner, N. (2008). *Medya ve Çocuk Rehberi.* Konya: Eğitim Kitabevi. |
| **OTHER REFERENCES** | American Academy of Pediatrics (2006). Active healthy living: Prevention of childhood obesity through increased physical activity. *Pediatrics* 117(5), 1834-1842.Calvert, S. (2005*). Media and Early Development*. In Blackwell Handbook of Early Childhood Development (Eds: McCartney, K. and Deborah Phillips). Blackwell Publishing. |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and data show |

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

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

**Instructor(s):**

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