

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

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| **SEMESTER** |  |

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

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | | | **COURSE OF** | | | | |
| **Theory** | | | **Practice** | | **Labratory** | | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
|  | 2 | | | 0 | | 0 | | | | 2 | 4 | COMPULSORY ( ) ELECTIVE (X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | | | |
| **Professional Knowledge** | | | **Content Knowledge** | | | **General Knowledge** | | | | **Elective Course** | | | | | |
|  | | |  | | |  | | | | Professional Know.( )Content Know.(X)Gen. Know ( ) | | | | | |
|  | | |  | | | | | X | | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| Mid-Term | | | | | |  | 40 |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | | Geographic affecting education in Turkey, social and economic factors, and rural roads meet the educational needs of children in scattered settlements; the advantages and disadvantages of transport education, transport education; boarding primary school districts, advantages and disadvantages of boarding primary schools; teaching in unified classroom, reasons leading to unified classroom, basic bases of teaching in unified classroom and teaching style, planning of teaching in unified classroom, classroom management and evaluation activities, tasks and responsibilities of teacher in unified classroom, teaching practices in united class in the world. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | |  | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | | Through this course, prospective teacher candidates reach their knowledge about alternative education practices in their social and professional life. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | | At the end of this course students will be able to;   1. Explain basic concepts in regard to joint classes 2. Know legal basis of joint classes 3. Explain basic characteristics of instruction in joint classes 4. Analyze basic features of teaching-learning process in joint classes 5. Analyze how to plan teaching activities in joint classes 6. Explain basic principles of measurement and evaluation process 7. Explain duties and responsibilities of teachers in joint classes. | | | | | | | |
| **TEXTBOOK** | | | | | | | *YAŞAR, Şefik ve diğerleri (2007). Birleştirilmiş sınıflarda öğretim (Ed. Mehmet GÜLTEKİN), Eskişehir: Anadolu Üniversitesi Yayınları* | | | | | | | |
| **OTHER REFERENCES** | | | | | | | Samancı, O. (2016). Birleştirilmiş Sınıflarda Öğretim, Ankara: PegemA Yayıncılık.  Köksal, K. (2005) Birleştirilmiş Sınıflarda Öğretim, Ankara: PegemA Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | General knowledge about course |
| 2 | Definition and scope of joint classes |
| 3 | Basic basis of joint classes |
| 4 | Management of teaching process in joint classes |
| 5 | Teaching-learning process in joint classes |
| 6 | Planning instruction at joint classes |
| 7-8 | MID-TERM EXAM |
| 9 | Measurement and evaluation at joint classes |
| 10 | Teachers’ duties and responsibilities at joint classes |
| 11 | Observation of joint classes at rural areas |
| 12 | Observation of joint classes at rural areas |
| 13 | Observation of joint classes at rural areas |
| 14 | Observation of joint classes at rural areas |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | **x** |  |
| 2 | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  | **x** |  |
| 3 | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | **x** |  |
| 4 | Becomes sensitive toward society, environment and human being; raising students who will be useful to society, have confidence for future, investigative, have inquiry ability and supports lifelong learning. | **x** |  |  |
| 5 | Takes responsibility individual and group works and carry out tasks effectively. | **x** |  |  |
| 6 | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | **x** |  |  |
| 7 | Makes self-assessment. | **x** |  |  |
| 8 | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | **x** |  |
| 9 | Have knowledge about concepts, theory and applications of teaching profession, general culture and basic science. | **x** |  |  |
| 10 | Have ability of technical and pedagogical using for the purpose of information and communication technologies. |  | **x** |  |
| 11 | Makes most suitable teaching plans and applications by taking into account the developmental characteristics and individual differences of students, and subject area features and acquisitions. |  | **x** |  |
| 12 | Have information about national and international education system, structure and the historical development of the elementary teacher. |  |  | **x** |
| 13 | Have respect to national culture and universal values. |  | **x** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: