

**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** | 171916014 | **COURSE NAME** | Early Childhood Environmental Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| VI | 3 | | 0 | 0 | | | 3 | 5 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** |
|  | | 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)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts related to environmental education; the importance of environmental education; environmental education in preschool period; planning and implementation of environmental education activities for pre-school children (living creatures, plants, air, soil, water, recycling, energy saving, environmental pollution, natural disasters etc.). | | | | | | |
| **COURSE OBJECTIVES** | | | | | Developing knowledge and awareness about the environment, education and the role of the program in environmental education in preschool period; to support environmental education-based training programs and practices and to develop skills to support environmental education in the pre-school period | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Learning about environmental legislation  Learning about the environmental practices of the pre-school  Review environmental education related programs before school  Be able to create activities that will gain environmental awareness before school | | | | | | |
| **TEXTBOOK** | | | | | Ankara: Pegem Akademi Yayınları. | | | | | | |
| **OTHER REFERENCES** | | | | | Gülay, H. ve Önder, A (2011). Okulöncesi Dönemde Çevre Eğitimi. Nobel Yayınları  * Ogelman, H. G. (2014). Çocuk ve Çevre-Küçük Çocuklar ve Çevre Eğitimi El Kitabı. Eğiten Kitap * Karadağ, A. P. ve Bayraktar, V. (2018). Erken Çocukluk Döneminde Doğa Bilimleri ve Etkinlikleri. Eğiten Kitap * Gülay, H. (2010). Okul Öncesi Dönem Çocukları için Çevre Eğitimi. Pegem Akademi Yayıncılık | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction and course description |
| 2 | Basic concepts about environmental education |
| 3 | The importance of environmental education |
| 4 | Environmental education in preschool period |
| 5 | Planning and implementation of environmental education activities for pre-school children |
| 6 | Planning and implementation of environmental education activities for pre-school children |
| 7-8 | MIDTERM |
| 9 | Environmental education models and programs applied in the world and Turkey |
| 10 | Preparation of environmental education program for pre-school children (Determination of objectives) |
| 11 | Preparing an environmental education program for pre-school children (planning educational situations) |
| 12 | Preparation of environmental education program for pre-school children (Practice) |
| 13 | Preparation of environmental education program for pre-school children (Practice) |
| 14 | Preparation of environmental education program for pre-school children (Practice) |
| 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. | | | | |