**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** | 171915016 | **COURSE NAME** | **Family and Child in Turkish Culture** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| 5 | 2 | 0 | 0 | 4 |  | COMPULSORY () ELECTIVE ( X ) | 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** | Turkish family structure; Child raising in different Turkish states and the value of the child; Family culture in Anatolia, traditions and customs; Nuclear family and extended family interaction; Marriage ceremonies; Funeral ceremonies; The role and tasks of a community-based cultural-sensitive family counselor |
| **COURSE OBJECTIVES** | 1. The aim of this course is to have the students gain knowledge about Turkish family structure, child raising in different Turkish states and the value of the child; family culture in Anatolia, traditions and customs, nuclear family and extended family interaction, marriage ceremonies, funeral ceremonies; the role and tasks of a community-based cultural-sensitive family counselor.
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| **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.
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| **COURSE OUTCOMES** | 1. 1. Students know the importance of Turkish family structure.
2. 2. Students know and explain child raising styles in different Turkish states
3. 3. Students know and explain family culture, traditions and customs in Anatolia.
4. 4. Students have the knowledge of the importance of interacting with the extended family with the nuclear family.
5. 5. Students know and explain the roles and tasks of the community-based cultural-sensitive family counselor
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| **TEXTBOOK** | * Doğan, İ. (2016). Türk Aile Sosyolojisi*.* Ankara: Pegem Akademi Yayınları
* Güler, Ali (1998). Türklerde Aile ve Unsurları. Türk Ailesi. Derleyen: Mehmet Eröz ve Ali Güler, Atatürk Kültür Merkezi Başkanlığı Yayınları, Dumat Ofset, Ankara.
 |
| **OTHER REFERENCES** |  Bekman, S, & Aksu- Koç, A. (2018). İnsan Gelişimi, Aile ve Kültür : Farklı Bakış Açıları. İsntanbul: Küy yayınları Yavuzer, H. (2016), Çocuk ve Suç, İstanbul: Remzi Kitabevi.Aksoy, İ. (2011). Türklerde Aile ve Çocuk Eğitimi. Journal of International Social Research, 4(16).Canatan, K., & Ergun, Y. (2009). Aile sosyolojisi. Açılım Kitap.Adak, N. (2012). Değişen Toplumda Değişen Aile. Siyasal Kitabevi, Ankar |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and data show |

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| **Course Syllabus** |
| **Week** | **Topıcs**  |
| 1 | Turkish family structure |
| 2 | Turkish family structure |
| 3 | Child raising in different Turkish states and the value of the child |
| 4 | Child raising in different Turkish states and the value of the child |
| 5 | Family culture in Anatolia, traditions and customs |
| 6 | Family culture in Anatolia, traditions and customs |
| 7-8 | MID-TERM EXAM |
| 9 | Nuclear family and extended family interaction |
| 10 | Marriage ceremonies |
| 11 | Funeral ceremonies |
| 12 | The role and tasks of a community-based cultural-sensitive family counselor |
| 13 | Discussion, Research and Presentations |
| 14 | Discussion, Research and 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. |

**Instructor(s):**

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