# DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION PROGRAM

# ELEMENTARY EDUCATION

# Courses – ECTS Credits

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Year** | | | | | |
| Code | Lesson Name | ECTS | D+U+L | Compulsory Course/Elective | Language |
| Fall Term | | | | | |
| 171411101 | [Basic Mathematics I](#sBasicMathematicI) | 2 | 2 | C | Turkish |
| 171411105 | [Turkish I: Writing Skills](#sTurkishIWrittenExpression) | 3 | 2 | C | Turkish |
| 171411130 | [Foreign Language Courses I(1)](#sForeignLanguageI) | 5 | 3 | C | Turkish |
| 171411151 | [General Biology](#sGeneralBiology) | 3 | 2 | C | Turkish |
| 171411152 | [History of Civilization](#sHistoryofCivilization) | 3 | 2 | C | Turkish |
| 171411153 | [Computer I](#sComputerI) | 6 | 3 | C | Turkish |
| 171411154 | [Introduction to Education](#sIntroductiontoEducationalSciences) | 6 | 3 | C | Turkish |
| 171411155 | [Atatürk's Principles and History of Turkish Revolution I](#sAtatürksPrTheHistoryofRevI) | 2 | 2 | C | Turkish |
| Fall Total: | | 30 | 19 |  |  |
| Spring Term | | | | | |
| 171412101 | [Basic Mathematics II](#sBASICMATHEMATICSII) | 2 | 2 | C | Turkish |
| 171412105 | [Turkish II: Speaking Skills](#sTurkishIIOralExpression) | 3 | 2 | C | Turkish |
| 171412130 | [Foreign Language Courses II](#sForeignLanguageII) | 5 | 3 | C | Turkish |
| 171412151 | [General Chemistry](#sGeneralChemistry) | 2 | 2 | C | Turkish |
| 171412152 | [Turkish History and Culture](#sTurkishHistoryandCulture) | 2 | 2 | C | Turkish |
| 171412153 | [General Geography](#sGENERALGEOGRAPHY) | 2 | 2 | C | Turkish |
| 171412154 | [Computer II](#sComputerII) | 6 | 3 | C | Turkish |
| 171412155 | [Educational Psychology](#sEducationPsychology) | 6 | 3 | C | Turkish |
| 171412156 | [Atatürk's Principles and History of Turkish Revolution II](#sAtatürksPrTheHistoryofRevII) | 2 | 2 | C | Turkish |
| Spring Total: | | 30 | 21 |  |  |
| First Year Total: | | 60 |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2. Yıl** | | | | | |
| Kodu | Ders Adı | AKTS | D+U+L | Compulsory Course/Elective | Language |
| Fall Term | | | | | |
| 171413110 | [General Physics](#sGenerelPhysics) | 4 | 2 | C | Turkish |
| 171413111 | [Music](#sMusic) | 4 | 2 | C | Turkish |
| 171413112 | [Physical Education and Spor Culture](#sPhysicalEducationandSportCulture) | 4 | 2 | C | Turkish |
| 171413113 | [Science and Technology Laboratory Applications I](#sScienceandTechnologyLaboratoryPract) | 2 | 1 | C | Turkish |
| 171413114 | [Environmental Education](#sEnvironmentalEducation) | 3 | 2 | C | Turkish |
| 171413115 | [Philosophy](#sPhilosophy) | 3 | 2 | C | Turkish |
| 171413116 | [Sociology](#sSociology) | 3 | 2 | C | Turkish |
| 171413117 | [Teaching Principles and Methods](#sPrıncıplesandMethodsOfTeachıng) | 5 | 3 | C | Turkish |
| 171413118 | [Turkish Language I: Phonetics and Morphology](#sTurkishLanguageIPhoneticsandBuild) | 2 | 2 | C | Turkish |
| Fall Total: | | 30 | 18 |  |  |
| Spring Term | | | | | |
| 171414102 | [Turkish Language II: Sentence and Text Analysis](#sTurkishLanguageIISentenceandText) | 2 | 2 | C | Turkish |
| 171414110 | [Children's Literature](#sChildrensLiterature) | 2 | 2 | C | Turkish |
| 171414111 | [Geography and Geolopolitics of Turkey](#sGeographyAndGeopolıtıcsOfTurkey) | 4 | 3 | C | Turkish |
| 171414112 | [Art Education](#sArtEducation) | 3 | 2 | C | Turkish |
| 171414113 | [Science and Technology Laboratory Applications II](#sScienceandTechnologyLaboratoryPract) | 2 | 1 | C | Turkish |
| 171414114 | [Music Teaching](#sTeachingMusic) | 3 | 2 | C | Turkish |
| 171414115 | [Physical Education and Game Teaching](#sPhysıcalEducatıonAndTeachıngGame) | 3 | 2 | C | Turkish |
| 171414116 | [Caligraphy Techniques](#sTecniquesofGoodHandWriting) | 3 | 2 | C | Turkish |
| 171414117 | [Scientific Research Methods](#sScientificResearchMethods) | 2 | 2 | C | Turkish |
| 171414118 | [Teaching Technologies and Material Design](#sInstructionalTechnologyAndMaterialD) | 6 | 3 | C | Turkish |
| Spring Total: | | 30 | 21 |  |  |
| Secong Year Total: | | 60 |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3. Yıl** | | | | | |
| Kodu | Ders Adı | AKTS | D+U+L | Compulsory Course/Elective | Language |
| Fall Term | | | | | |
| 171415112 | [Science and Technology Teaching I](#sScıenceTeachıngI) | 4 | 3 | C | Turkish |
| 171415113 | [Teaching Reading and Writing at the very Beginning](#sTeachingReadingAndWritingInFirstG) | 4 | 3 | C | Turkish |
| 171415114 | [Teaching Life Sciences](#sLifeScienceTeaching) | 4 | 3 | C | Turkish |
| 171415115 | [Mathematics Teaching I](#sMathematicsTeachingI) | 4 | 3 | C | Turkish |
| 171415116 | [Drama](#sDrama) | 5 | 3 | C | Turkish |
| 171415117 | [Measurement and Assessment in Education](#sMeasurementandEvaluation) | 5 | 3 | C | Turkish |
| 171415118 | [Classroom Management](#sCLASSROOMMANAGEMENT) | 4 | 2 | C | Turkish |
| Fall Totatl : | | 30 | 20 |  |  |
| Spring Term | | | | | |
| 171416115 | [Science and Technology Teaching II](#sScıenceTeachıng2) | 4 | 3 | C | Turkish |
| 171416116 | [Turkish Teaching](#sTurkishTeaching) | 5 | 3 | C | Turkish |
| 171416117 | [Social Studies Education](#sApplicationofsocialmaintenance) | 5 | 3 | C | Turkish |
| 171416118 | [Mathematics Teaching II](#sMathematicsTeachingII) | 4 | 3 | C | Turkish |
| 171416119 | [Early Childhood Education](#sEarlyChildhoodandEducation) | 3 | 2 | C | Turkish |
| 171416120 | [Community Services](#sTEACHINGSOCIALSTUDIES) | 4 | 2 | C | Turkish |
| 171416121 | [School Experience](#sSchoolExperience) | 5 | 3 | C | Turkish |
| Spring Total: | | 30 | 19 |  |  |
| Third Year Total: | | 60 |  |  |  |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **4. Yıl** | | | | | |
| Kodu | Ders Adı | AKTS | D+U+L | Compulsory Course/Elective | Language |
| Fall Term | | | | | |
| 171417113 | [Visual Arts Teaching](#sVisualArtTeaching) | 3 | 2 | C | Turkish |
| 171417119 | [Guidance](#sGuidance) | 5 | 3 | C | Turkish |
| 171417120 | [Special Education](#sSpecialEducation) | 5 | 2 | C | Turkish |
| 171417122 | [Teaching Practice I](#sTEACHINGPRACTICEI) | 8 | 5 | C | Turkish |
| 171417123 | [Religion Culture and Morality Teaching](#sReligiousCultureandEthicKnowledgeE) | 2 | 2 | C | Turkish |
| 171417124 | [Trafik and First Aid](#sTrafikandFirstAid) | 2 | 2 | C | Turkish |
| 171417125 | [Turkish Literature in the Republic Period](#sTurkishLiteratureintheRepublicPeri) | 2 | 2 | C | Turkish |
| 171417126 | [Effective Communication](#sEffectiveCommunication) | 3 | 3 | C | Turkish |
| Fall Total: | | 30 | 21 |  |  |
| Spring Term | | | | | |
| 171418113 | [History of Turkish Education](#sTurkishEducationalHistory) | 4 | 2 | C | Turkish |
| 171418116 | [Turkish Education System and School Management](#sTurkishEducationalSystemandSchoolM) | 2 | 2 | C | Turkish |
| 171418118 | [Current Issues in Primary School Teaching](#sCurrentProblemsinPrimarySchoolTeac) | 4 | 2 | E | Turkish |
| 171418120 | [Applications for Developing Environmental Awaerness](#sApplicationsfoDevelopingEnvironment) | 4 | 2 | E | Turkish |
| 171418123 | [Learning to learn](#sLEARNINGTOLEARN) | 4 | 2 | E | Turkish |
| 171418124 | [Alternative Evaluation Approaches in Primary School Teaching](#sAlternativeEvaluationApproachesinPr) | 4 | 2 | E | Turkish |
| 171418129 | [Teaching in Joined Classrooms](#sJointClassesinElementaryEducation) | 4 | 2 | C | Turkish |
| 171418130 | [Teaching Practice II](#sTEACHINGPRACTICEII) | 8 | 5 | C | Turkish |
| 171418131 | [Mainstreaming in Elementary Schools](#sMainstreaminginElementarySchools) | 4 | 2 | C | Turkish |
| Spring Total: | | 30 | 17 |  |  |
| Fourth Year Total: | | 60 |  |  |  |



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171411155 | **COURSE NAME** | Atatürk’s Pr. & The History of Rev. I |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( X ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | | X | | | | 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 Şerafettin, Türk Devrim Tarihi, C.I-II, İstanbul, 1991–1995 | | | | | | |
| **OTHER REFERENCES** | | | | | | \* Ateş,Toktamış.(2001)Türk Devrim Tarihi.İstanbul:Der Yayınları. \* Aybars,Ergün.(200)Türkiye Cumhuriyeti Tarihi.İzmir:Ercan Kitabevi. \* Eroğlu,Hamza.(1990)Türk İnkılasp Tarihi.Ankara:Savaş Yayınları. \* Kongar,Emre.(1999)Devrim Tarihi ve Toplumbilim Açısından Atatürk.İstanbul.Remzi Kitabevi. \* Selek,sebahattin.(1987)Anadolu İhtilali.İstanbul:Kastaç A.Ş.Yayınları. \* Şamsutdinov,A.M.(1999)Mondros'tan Lozan'aTürkiye Ulusal Kurtuluş Savaşı Tarihi (1918-1923)Çeviren:Ataol Behramoğlu.İstanbul:Doğan Kitapçılık. \* Timur,Taner.(1997)Türk Devrimi ve Sonrası.Ankara:İmge Kitabevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 | MidTerm Exam |
| 8 | Constitutional developments in Turkey. Internal and external political developments in the period of Atatürk's and Inönü's. |
| 9 | 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Instructor Dr. Volkan MARTTIN

**Signature**  **Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171411154 | **COURSE NAME** | Introduction to Education |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| 1 | 3 | | 0 | | 0 | | 3 | | 6 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **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. & Turan, S. (Ed.). (2011). Eğitim Bilimine Giriş (1. baskı). Ankara: Pegem A Yayıncılık.Küçükahmet, L. (Ed.). (201). Eğitim Bilimine Giriş (8. baskı). Ankara: Nobel Yayın Dağıtım.Demrel, Ö. & 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** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | | | | |

**Dersin Öğretim Üyesi:** Assit. Prof. Dr. Elif AYDOĞDU

**İmza**:  **Tarih:**

[Turn back](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171411101 | **COURSE NAME** | Basic Mathematic I |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %75 | | %25 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition of mathematics, relationship between mathematics and other sciences, sets and sets operations, establishing a number system, natural numbers, numbers in different bases, integers, divisibility rules, least common multiple (LCM) and greatest common divisor (GCD) and their applications; real numbers, exponential and root multiplicities, Cartesian product, relation, function and operation, equivalence relation and order relation, data collection, summarizing data, graphing, measures of central tendency, measures of dispersion. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to teach minimum level of basic mathematics knowledge that a preservice primary school teacher should have. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. to have information about the definition, nature and structure of mathematics .  2. to know about the properties of sets and using them.  3. to recognize the structure of numeration systems and to have information about the four operations.  4. to know about the concepts of LCM and GCD and to practice of these concepts.  5. to know about the concepts of ratio and proportion and to practice of these concepts.  6. to have information about the properties of exponents and roots.  7. to know about the concepts of relation, function and operation and to practice of these concepts.  8. to have information about the techniques of data collection and assessment. | | | | | | |
| **TEXTBOOK** | | | | | KAÇAR, A. (Ed.) (2010). Basic Mathematics I-II, 3rd Edition, Ankara: Pegem A Publications | | | | | | |
| **OTHER REFERENCES** | | | | | MİRASYEDİOĞLU, Ş. (1998). Basic Mathematics-I, Ankara: Gündüz Education and PublicationsOLKUN, S., YEŞİLDERE, S. (2007). Basic Mathematics-I, Ankara: Maya AcademyÇELİK, B. (Ed.) (2004). Basic Mathematics, Ankara: Nobel PublicationsBALCI, M. (2008). Basic Mathematics, Ankara: Balcı PublicationsAĞLI, E. (2004). Basic Mathematics-I, Ankara: Anı Publications | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of mathematics and the relation between mathematics and other sciences |
| 2 | Sets and sets operations |
| 3 | Numeration systems |
| 4 | Natural numbers and numbers in different bases |
| 5 | Integers and divisibility rules |
| 6 | LCM and GCD |
| 7-8 | MID-TERM EXAM |
| 9 | Ratio and proportion |
| 10 | Real numbers, exponents and roots |
| 11 | Relation, function and operation |
| 12 | Equivalence relation and order relation |
| 13 | Data collection and assessment |
| 14 | Measures of central tendency, measures of dispersion. |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ID** | **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):** Prof. Dr. Kürşat YENİLMEZ

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171411152 | **COURSE NAME** | History of Civilization |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 3 | | COMPULSORY ( X ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | | X | | | | 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 birth of philosophy and philosophy of ancient, Hellenistic, Roman, Medieval, Eastern, Islamic, Renaissance, the Enlightenment and the 20th century, the location and content. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to provide a student to philosophy and philosophy at various times and societies, to see the form of the development process. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Learned societies and the opinions of different ages, teachers emerged, events exhibit positive change in perspective. | | | | | | |
| **COURSE OUTCOMES** | | | | | | To obtain alternative perspectives Multi-dimensional and critical thinking. | | | | | | |
| **TEXTBOOK** | | | | | | Turan Şerafettin, Türk Devrim Tarihi, C.I-II, İstanbul, 1991–1995 | | | | | | |
| **OTHER REFERENCES** | | | | | | Aydın, A. (2011). *Felsefe ve düşünce tarihi* (6.bs.). Ankara: Pegem Akademi Yayıncılık | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Aydın, A. (2010). *Yaşama sanatı*. Ankara: Pegem Akademi Yayıncılık  Bolay, S.H. (2009). *Felsefe doktrinleri ve terimleri sözlüğü* (10.bs.). Ankara: Nobel Yayın Dağıtım.  From, E. (1996). *Özgürlükten kaçış* (Çev: Ş Yeğin). İstanbul: Payel Yayınları.  From, E. (1996). *Sağlıklı toplum* (Çev: Y. Salman ve Z. Tanrısever). İstanbul: Payel Yayınları. | | | | | | |

|  |  |  |
| --- | --- | --- |
| **COURSE SYLLABUS** | | |
| **WEEK** | **TOPICS** |
| 1 | Definition and basic concepts of philosophy |
| 2 | Ancient Philosophy of Human Nature |
| 3 | Hellenistic and Roman Philosophy of Human Nature |
| 4 | Medieval Philosophy of Human Nature |
| 5 | Eastern Philosophy of Human Nature |
| 6 | Islamic Philosophy of Human Nature |
| 7 | MidTerm Exam |
| 8 | The Renaissance Philosophy of Human Nature |
| 9 | 17. century. Philosophy of Human Nature |
| 10 | Enlightenment Philosophy of Human Nature |
| 11 | German idealism Human Nature |
| 12 | Nietsche and Marx's Human Understandings |
| 13 | 20. century. Philosophy of Human Nature |
| 14 | The Renaissance Philosophy of Human Nature |
| 15-16 | FINAL EXAM | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Efficiently and effectively use designing, planning, implementing, and managing process of educational technology; design and prepare required products, changes and updates by examining these processes |  |  | **X** |
| 2 | Reaching, analyzing, synthesing and evaluating knowledge and using and adapting knowledge to new situations by using information technologies |  |  | **X** |
| 3 | Have sufficient knowledge, skill and competence about issues related to teaching profession and to perform this profession |  |  | **X** |
| 4 | Knows how to use instructional technologies and materials in lessons; developing, using and guiding applications such as educational software, e-learning, distance learning, learning management systems |  |  | **X** |
| 5 | Develop materials to enrich learning activities, by using special developed programs to prepare graphic designing and animation, web designing and educational software |  |  | **X** |
| 6 | Identifies, models and solves problems in Computer and Instructional Technologies Education field |  |  | **X** |
| 7 | Planning technological needs by analyzing the current situation and leads the use of these technologies in education and training process |  |  | **X** |
| 8 | Used domain-specific teaching-learning theories, teaching-learning strategies, methods and techniques to apply |  |  | **X** |
| 9 | Determine measurement and evaluation methods used into Information education technology and techniques. |  |  | **X** |
| 10 | To be skills and competence of computer hardware, operating systems, computer networks and programming languages |  |  | **X** |
| 11 | Create solutions for social problems within the framework of social responsibility and professional ethics. |  | **X** |  |
| 12 | Having skills about Turkish verbal and written communication |  |  | **X** |
| 13 | Having skills about critical thinking, create new ideas, have the ability to solve problems and to discover | **X** |  |  |
| 14 | Having knowledge of the general culture |  |  | **X** |
| 15 | Apply to projects processes and conduct to project in the electronic environment, an interdisciplinary team-work |  | **X** |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Prof. Dr. Ayhan AYDIN

**Signature**  **Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171411153 | **COURSE NAME** | Computer I |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 2 |  | | | 3 | 4 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary Mathematics Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| X | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  | 30 |
| Quiz | | | | |  |  |
| Homework | | | | |  | 40 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  | 30 |
| **PREREQUIEITE(S)** | | | | | There are no prerequisite for this course. | | | | | | |
| **COURSE DESCRIPTION** | | | | | Information technologies, basic concepts related to software and hardware, operating systems, word processing programs, electronic spreadsheet programs, presentation of data, internet usage in education, impacts of information technologies on social structure information technologies in education, safety and ethical issues related to information systems. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to gain knowledge and skills in computer hardware, computer software, operating system, word processors, electronic spreadsheets, presentation software and internet. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | It is important for teacher candidates to gain computer skills in the digital age. Students will have knowledge on the effective use of the computer in teaching-learning process after this course. | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Recognizes the components of computers and computer.    1. Tells the components inside the computer case.    2. Tells harware units    3. Tells the backup units.    4. Gives examples of digital devices.    5. Tells the programs used in computer.    6. Knows the safety rules, and copyrights when using the computer    7. Explains the effects of computer on health 2. Uses the operating system.    1. Works with tabs.    2. Uses menus, buttons and bars.    3. Changes desktop features.    4. Works with properties of the taskbar.    5. Works with icons in control desk    6. Uses accessories.    7. Uses internet browser.    8. Uses programs in operating system    9. Changes file and folder adjustments    10. Creates a shortcut    11. Creates new file / folder, uses copy, delete options    12. Provides computer security. 3. Uses the word processing program.    1. Starts program and writes    2. Saves document in different name and format.    3. Gives password to document.    4. Opens saved files.    5. Uses select, copy, move and delete options.    6. Forms written texts.    7. Uses mail merge.    8. Works with tables.    9. Organizes page structure    10. Adds page number, eaders and footers.    11. Adds a cover page.    12. Adds picture, ready shapes, WordArt, and graphics    13. Uses print preview and prints documents.    14. Creats contents page, bibliography and index. 4. Uses electronic spreadsheet program.    1. Uses options about rows and columns    2. Enters and edits information.    3. Uses formulas.    4. Forms characters and numbers.    5. Edits worksheets.    6. Works with lists.    7. Uses graphics.    8. Uses summary tables    9. Works with ready functions 5. Prepares a presentation using the presentation program.    1. Inserts, edits and deletes slides.    2. Adds animation to sliders.    3. Adds illustrations, diagrams, sound, and movies to slides.    4. Sets up slide shows 6. Uses desktop publishing program.    1. Prepares a business card.    2. Prepare a invitation card.    3. Prepares a document    4. Prepares a brochure.    5. Prepares a web page | | | | | | |
| **TEXTBOOK** | | | | | Bağcı, Ömer (2010). Bilgisayarın B’si. Seçkin Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | Güneş, A. (2009). Bilgisayar I-II. Pegem A Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and projection | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition and history of the computer |
| 2 | Basic concepts of computer |
| 3 | The use of computers and file management |
| 4 | The operating system, utilities |
| 5 | Internet and security |
| 6 | Word-processing software |
| 7-8 | MID-TERM EXAM |
| 9 | Word-processing software |
| 10 | Electronic spreadsheet software |
| 11 | Electronic spreadsheet software |
| 12 | Presentation software |
| 13 | Presentation software |
| 14 | Desktop publishing |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assit. Prof. Dr. Esra Eren

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171411151 | **COURSE NAME** | General Biology |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 |  | COMPULSORY ( x) ELECTIVE ( ) | |  |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | | x | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | difference between living and nonliving, diversity of organisms, animals, plants, microorganisms, protista, fungi, the cell, genetic, tissues, organ systems, | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main aim of this course is: explaining to science and scientific method; learning to main concepts and principles of Biology; exposing to general characteristics of living things and their differences from nonliving things; explaining to main structure and elements of living things and biochemical reactions; describing cell and its structure; introducing to different types of cell and issues; learning to biology of plants and animals | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | He/She will have the level of knowledge of biology to meet the needs of students in the field of Primary School Education. | | | | | | |
| **COURSE OUTCOMES** | | | | | be able to comment on biological events scientifically  be able to know basic biological concepts an principles  be able to distinguish living things from nonliving things  be able to understand biochemical events in organisms  be able to recognize cell and it different types  be able to distinguish plants and animals each other  be able to identify different tissues and organ systems  be able to comprehend the functions of organ systems  be able to perceive different organism types. | | | | | | |
| **TEXTBOOK** | | | | | Bozkurt O., Genel Biyoloji 2008, Pegem yayıncılık | | | | | | |
| **OTHER REFERENCES** | | | | | Kiziroğlu İ., “Genel Biyoloji” 2008, Okutman Yayıncılık    Campbell&Reece “Biology 2006. Çeviri Editörleri: Prof.Dr. Ertunç Gündüz, Prof.Dr. Ali Demirsoy, Prof.Dr. İsmail Türkan, Palme yayıncılık | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, Projector, Models | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Description of biology, areas, importance, effect effect on our life and a short glance to the historical development of biology |
| 2 | Classification and diversity of living things, Living and lifeless structure Species concept and taxonomical structures.  Prokaryotes (Archae domain characteristics, importance, classification)  (Bacteria domain characteristics, importance, classification) |
| 3 | Viruses group characteristics, importance, classification |
| 4 | Eukaryotes (Protista, and Fungi kingdom characteristics, importance, classification |
| 5 | Characteristics of plants and animal kingdom, their importance |
| 6 | Basic Unit of life: the cell, the cell structure and function. Cell membrane, cytoplasm and organelles. The core. |
| 7-8 | MID-TERM EXAM |
| 9 | Genetic |
| 10 | Genetic |
| 11 | Tissues: Plant tissues, animal tissues |
| 12 | Plant Organs and Structures: |
| 13 | Human Organ Systems |
| 14 | Human Organ Systems |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Prof. Dr. Cansu FİLİK İŞÇEN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171411105 | **COURSE NAME** | Turkish I: Written Expression |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 1 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %70 | | - | | | | %20 | | | | | %10 |
| **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; language- culture relations; Basic characteristics of writing language and written communication, main differences between written and oral language. Expression: written and oral expression; subjective expression, objective expression; writing language and its characteristics; external structure and rules in written expression, dictation rules and punctuation marks; point of view, supporting ideas, writing paragraph; types of paragraphs, composition concept, rules and plans in writing a composition, composition roof in elected writing, theme, examining the paragraph, correction studies in composition, general expression defeats, thinking and expression of thinking; different writing types (memory, anecdote, story criticism, novel etc.), formal writings (auto biography, petition, report, announcement, bibliography, official writings, scientific writings, article et .) | | | | | | |
| **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). Y*azılı 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** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 | Formal writings (auto biography, petition, report, announcement, bibliography, official writings, scientific writings, article et .), classroom practice. |
| 14 | Formal writings (auto biography, petition, report, announcement, bibliography, official writings, scientific writings, article et .), classroom practice. |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Hüseyin ANILAN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171411130 | **COURSE NAME** | Foreign Language I |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 1 | 3 | | 0 | 0 | | | 3 | 5 | | COMPULSORY ( X) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | | X | | | | 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 (9) ? 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. (3,4) ? And, So, Because, But (97) 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 | | | | | | Murphy, R. 2006; Essential Grammar In Use, Cambridge, Great Britain | | | | | | |
| OTHER REFERENCES | | | | | | Redston, C. 2006; Face2face Elementary Course Book, Cambridge, Great Britain | | | | | | |
| TOOLS AND EQUIPMENTS REQUIRED | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ID** | **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. | | | | |

**Insructor(s):** Asst. Prof. Dr. Semra Kıranlı

**Signature Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171412156 | **COURSE NAME** | Atatürk’s Pr. & The History of Rev. II |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( X ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | | X | | | | 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** | | | | | | Basic concepts about Atatürk Principles and Revolution, Atatürk Principles and Revolutions. | | | | | | |
| **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, Şerafettin (1995). Türk Devrim Tarihi, 3. ve 4. Kitap | | | | | | |
| **OTHER REFERENCES** | | | | | | Timur, Taner. (1997). Türk Devrimi ve Sonrası. Ankara: İmge Kitabevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | | | | |

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171412154 | **COURSE NAME** | Computer II |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** | |
| 2 | 2 | | 2 |  | | | 3 | 4 | COMPULSORY (X) ELECTIVE ( ) | | Turkish | |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary Mathematics Education**  [if it contains considerable design, mark with (√) ] | | | | | | **Social Science** |
| X | |  | | | |  | | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | | 30 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | | 40 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | |  | | 30 |
| **PREREQUIEITE(S)** | | | | | There are no prerequites for this course | | | | | | | |
| **COURSE DESCRIPTION** | | | | | 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. | | | | | | | |
| **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** | | | | | The usage of computer and internet technologies actively will positively affect the quality and efficiency of education | | | | | | | |
| **COURSE OUTCOMES** | | | | | * - Explain the advantages and disadvantages of the use of computers and the Internet in education. * Gives gives examples of primary education on the use of computers and the internet. * Defines the basic concepts of computer-aided instruction. * Describes how to practice computer assisted instruction. * Searches educational softwares in the field. * Prepares simple educational softwares. * Prepares video using video programs. * Gives examples of distance education applications. * Explains how to use social networking in primary education. * 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** | | | | | Computer and projection | | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Use of computers in education |
| 2 | Educational software evaluation |
| 3 | Use of visuals in education |
| 4 | Image editing |
| 5 | Storytelling |
| 6 | Preparing video |
| 7-8 | MID-TERM EXAM |
| 9 | Preparing presentation on the Internet |
| 10 | Preparing blog |
| 11 | Web page design |
| 12 | Using cooperative learning tools on the Internet |
| 13 | Preparation course page on the Internet |
| 14 | Computer and Internet ethics |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** **Assit. Prof. Dr. Esra Eren**

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171412155 | **COURSE NAME** | Education Psychology |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 3 | | 0 | 0 | | | 3 | 6 | | COMPULSORY ( X) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | | X | | | | 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** | | | | | | Definition and functions of educational psychology, learning and development-related basic concepts, physical, cognitive, emotional, social and moral development, factors affecting learning, learning theories, learning theories reflections on the teaching process, factors affecting learning. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The main objective of this course is to learn the nature, factors affecting learning, learning theory and the psychology of learning to teach is also occurring during childhood physical, mental, emotional, and social development, to investigate. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | know education as a science, understand the relation between education and other sciences. know the relation between education and other social institutions, understand new perspectives and approaches in education | | | | | | |
| **TEXTBOOK** | | | | | | Senemoğlu, N. (2011). Gelişin öğrenme ve öğretim Kuramdan Uygulama. Ankara: Pgem Akademi Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | | Yeşilyaprak, B. (2011). Eğitim Psikolojisi gelişim, öğrenme, öğretim.Ankara: Pegem Akademi Yayıncılık.  Yavuzer, H. (2012). Çocuk Psikolojisi. Ankara: Remzi Kitabevi | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The importance of training teachers and students in psychology, the nature of development, |
| 2 | Development of physical and Devinsel |
| 3 | Cognitive development |
| 4 | Language development |
| 5 | Personality development |
| 6 | Moral Development |
| 7-8 | MID-TERM EXAM |
| 9 | The role of educational institutions and teachers to facilitate the development of children and adolescent |
| 10 | The nature of learning |
| 11 | Behavioral Theories of Learning |
| 12 | Social Learning Theory |
| 13 | Behavioral Theories of Learning |
| 14 | Humanistic Learning Theory |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Ayşe Aypay

**Signature**  **Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171412153 | **COURSE NAME** | GENERAL GEOGRAPHY |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 2 | | COMPULSORY ( X ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | | X | | | | 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** | | | | | | Basic concepts related to geography. Surface shapes, and movements of the world, space and the solar system, climate data, vegetation, population and settlement, economic geography | | | | | | |
| **COURSE OBJECTIVES** | | | | | | In addition to the basic issues of geography, the geography of all realize how it affects people. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | understand the subject of Geography,  analyse the connection between Geography and other disciplines,  explain the goals of Geography teaching,  explain the geographical location of Turkey,  explain and illustrate Turkey's physical properties. | | | | | | |
| **TEXTBOOK** | | | | | | Hakkı YAZICI (Editör). Mehmet Kürşat KARA. (2007). Genel Coğrafya. PegemA yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | | ATALAY, İ (1992)Genel fiziki Coğrafya Ege Üniversitesi Basımevi  DOĞANAY, H. (2002). Coğrafya’ya Giriş. Aktif Yayinevi.  ÖZÇAĞLAR, A. (2000). Coğrafya’ya Giriş. Hilmi Musa Matbaacılık.  ELİBÜYÜK, M. (1995). Matematik Coğrafya. Ekol Yayınevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of geography, subject and principles |
| 2 | The basic concepts of science and geography its place among other sciences |
| 3 | The historical development of Geography |
| 4 | Objectives of Geography teaching |
| 5 | General knowledge on natural environment (climate and surface) |
| 6 | General knowledge on natural environment ( flora , water, etc.) |
| 7-8 | MID-TERM EXAM |
| 9 | The characteristics of natural environment and Natural Disasters |
| 10 | Universe and solar systems |
| 11 | The formation and the age of the Earth and the theories |
| 12 | The shape of world and its dimensions. (Geoid and its properties) |
| 13 | Parallel and meridian systems, the movement of the world and its conclusion, |
| 14 | The practice of map use. |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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): Insructor Işın Erdoğan

Signature Date:

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171412151 | **COURSE NAME** | General Chemistry |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY ( x) ELECTIVE ( ) | |  |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basics of chemistry, matter and its characteristics, Compounds and mixtures, molarity and stoichiometric calculations in chemical reactions, Chemical Reactions, Aqueous solitions, Acids and bases, Oxidation and reduction reaction, batteries, Carbon chemistry, | | | | | | |
| **COURSE OBJECTIVES** | | | | | The main object of the course is to strengthen insights into the fundamental concepts of chemistry related to topics of course and to improve the knowledge of students to be able to make comments, Chemistry and life, Chemistry and life The composition of the Earth's crust | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Occupational contribution is learning about the basic concepts of general chemistry.  Establishing the relationship between daily life issues and developing basic skills and use them whenever they need in daily life. | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Students will know about the concepts such as properties and states of matter, structure of atom, chemical bonds and molecular structure 2. Students will be able to the write the formulas of ionic compound and Lewis’s formula of compound 3. Students will be able to determine molecular geometries by using compound formulas 4. Students will be able to make chemical calculations 5. Students will be able to balance chemical equations 6. Students will be able to solve gas problems 7. Students will learn about the types of chemical compounds and chemical bonds. 8. Students will be to explain oxidation and reduction reaction 9. Students explain the composition of the Earth's crust | | | | | | |
| **TEXTBOOK** | | | | | Bağ, H. (2006) Genel Kimya, Pegema, | | | | | | |
| **OTHER REFERENCES** | | | | | Mortimer, C.E. (1989) Modern Üniversite Kimyası, Cilt 1-2 \* Atkins, A. ve Jones, L. (1998) Temel Kimya, Cilt 1-2 \* Petrucci,R. (2002), Genel Kimya ,Cilt 1-2 \* Tunalı, N.K. ve Aras, N.K. (1982) Kimya Temel Kavramlar | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basics of chemistry, matter and its characteristics |
| 2 | Compounds and mixtures |
| 3 | molarity and stoichiometric calculations in chemical reactions |
| 4 | Chemical Reactions |
| 5 | Aqueous solitions |
| 6 | Acids and bases |
| 7-8 | MID-TERM EXAM |
| 9 | Acids and bases |
| 10 | Oxidation and reduction reaction, batteries |
| 11 | Carbon chemistry |
| 12 | Chemistry and life |
| 13 | Chemistry and life |
| 14 | Chemistry and life The composition of the Earth's crust |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. |  |  |  |
| 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. |  |  |  |
| 3 | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  |  |  |
| 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. |  |  |  |
| 7 | Makes self assessment. | **x** |  |  |
| 8 | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  |  |  |
| 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. |  |  |  |
| 12 | Have information about national and international education system, structure and the historical development of the elementary teacher. |  |  |  |
| 13 | Have respect to national culture and universal values. |  |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asssit. Prof. Dr. Asiye Berber

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171412101 | **COURSE NAME** | BASIC MATHEMATICS-II |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %75 | | %25 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Algebraic expression, concepts of equation and identity, factorization, equation and inequality, construction of geometry, areas and perimeters of planar shapes, areas and volumes of bodies, concepts of congruence and similarity, metric relations in a right triangle, basic geometrical drawings, basic concepts of trigonometry, analytical analysis of line and circle. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to teach minimum level of basic mathematics knowledge that a preservice primary school teacher should have. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. to have information about algebraic expression, equation and identity.  2. to know about the techniques of factorization and using them.  3. to solve both equation and inequalities of the first and the second degree.  4. to have information about the construction and structure of geometry.  5. to calculate the areas and perimeters of planar shapes.  6. to calculate the areas and volumes of bodies.  7. to know about the concepts of congruence and similarity and to practice of these concepts.  8. to use the metric relations in a right triangle.  9. to make basic geometrical drawings.  10. to know about the basic concepts of trigonometry and to practice of these concepts.  11. to analyse the line and circle analytically. | | | | | | |
| **TEXTBOOK** | | | | | KAÇAR, A. (Ed.) (2010). Basic Mathematics I-II, 3rd Edition, Ankara: Pegem A Publications | | | | | | |
| **OTHER REFERENCES** | | | | | MİRASYEDİOĞLU, Ş. (1998). Basic Mathematics-I, Ankara: Gündüz Education and PublicationsOLKUN, S., YEŞİLDERE, S. (2007). Basic Mathematics-I, Ankara: Maya AcademyÇELİK, B. (Ed.) (2004). Basic Mathematics, Ankara: Nobel PublicationsARGÜN, Z. (2001). Basic Mathematics-I, Ankara: Seçkin PublicationsBALCI, M. (2008). Basic Mathematics, Ankara: Balcı Publications | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The concepts of algebraic expression, equation and identity |
| 2 | Factorization |
| 3 | Equations of the first and the second degree |
| 4 | Inequalities of the first and the second degree |
| 5 | Construction of geometry |
| 6 | Areas and perimeters of planar shapes |
| 7-8 | MID-TERM EXAM |
| 9 | Areas and volumes of rigid bodies |
| 10 | Congruence and similarity |
| 11 | Metric relations in a right triangle |
| 12 | Basic geometrical drawings |
| 13 | Trigonometry |
| 14 | Line analytics and circle analytics |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ID** | **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):. Prof. Dr. Kürşat YENİLMEZ

Signature:  **Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171412152 | **COURSE NAME** | Turkish History and Culture |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| 2 | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %30 | | | |  | | | | | %70 |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Turkish communities and states which have experienced in previous periods, the modern Turkish, state management, law, military, social structure, family, economy, religion, language, education, science, art, literature, music in the Turkish communities. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to teach Turkish communities and states in history to teacher candidate and to prove information about notable features of the various aspects of Turkish society. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | to have information about Turkish communities and states which have experienced in previous periods.  to review the management structure of the Turkish states  to discuss situation of science and education in Turkish communities  to explain the structure of the military and social life of Turkish communities by comparing today.  to know basic literature, art, painting, musical works which have important place in Turkish history. | | | | | | |
| **TEXTBOOK** | | | | | Öztürk, C. (2011). Turkish History and Culture (4th Ed.). Ankara: Pegem Academy Publications | | | | | | |
| OTHER REFERENCES | | | | | Merey, Z. (2009). *Turkish History and Culture* Ankara:Birleşik Publications. Şahin, M. (2010). Turkish History and Culture (6th Ed.). Ankara: Okutman Publications. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Turkish States that were established before Islam |
| 2 | The first Muslim Turkish States |
| 3 | First Turkish States that were established in Anatolia |
| 4 | The Ottoman Empire (Foundation Period and Ascension Period) |
| 5 | The Ottoman Empire (Stagnation Period -Decline Period and Disintegration Period) |
| 6 | The Turkish Republic |
| 7-8 | MID-TERM EXAM |
| 9 | Contemporary Turkish States and Communities |
| 10 | Management in Turkish States |
| 11 | Law-Army-Economy in Turkish States |
| 12 | Social Life-Family-Religion in Turkish States |
| 13 | Science and Education in Turkish States |
| 14 | Literature-Art and Music in Turkish States |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Prof. Dr. Ayhan Aydın

**Signature**:

**Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171412105 | **COURSE NAME** | Turkish II: Oral Expression |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 2 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %50 | |  | | | | %40 | | | | | %10 |
| **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** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | Milli kültüre ve evrensel değerlere saygı duyar |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assoc. Prof. Dr. Hüseyin ANILAN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171412130 | **COURSE NAME** | Foreign Language II |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 2 | 3 | | 0 | 0 | | | 3 | 5 | | COMPULSORY ( X) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
|  | |  | | | X | | | | 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 (49), Reported Speech (50), 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** | | | | | | Murphy, R. 2006; Essential Grammar In Use, Cambridge, Great Britain | | | | | | |
| **OTHER REFERENCES** | | | | | | Redston, C. 2006; Face2face Elementary Course Book, Cambridge, Great Britain | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM ÇIKTISI** | **3** | **2** | **1** |
| 1 | Türkçeyi kurallarına uygun, düzgün ve etkili kullanabilme ve öğrencilerle sağlıklı iletişim kurabilme becerisine sahip olur |  |  | **X** |
| 2 | Atatürk İlke ve İnkılâplarına bağlı, demokrasiye ve hukukun üstünlüğüne inanan, Türk milli, manevi, ahlaki ve kültürel değerlerinin bilincinde olan ve bunlara mesleğinde duyarlılık gösteren bir öğretmen olur |  |  | **X** |
| 3 | Öğretmenlik mesleği ve alanıyla ilgili pedagojik bilgi sahip olur, çağdaş öğretim yöntem ve tekniklerini ve ölçme ve değerlendirme yöntemlerini bilir ve uygular | **X** |  |  |
| 4 | Topluma, çevreye, insana, sanatsal ve kültürel faaliyetlere ve spora duyarlı olur; topluma faydalı, geleceğe güvenle bakan ve araştıran, sorgulayan ve yaşam boyu öğrenmeyi destekleyen öğrenciler yetiştirir | **X** |  |  |
| 5 | Alanıyla ilgili bireysel ve grup çalışmalarında sorumluluk alır ve alınan görevi etkin bir biçimde yerine getirir | **X** |  |  |
| 6 | Yaşam boyu öğrenme bilincini edinerek bireysel ve mesleki gelişimini sağlar, öğrenmeyi öğrenir |  |  | **X** |
| 7 | Kendi öz değerlendirmesini yapar |  |  | **X** |
| 8 | Sosyal ve mesleki yaşamında bir yabancı dili temel düzeyde bilerek alanındaki bilgilere ulaşır |  |  | **X** |
| 9 | Sınıf öğretmenliği alanında öğretmenlik mesleği, genel kültür ve temel bilimlerle ilgili kavram, teori ve uygulama hakkında bilgi sahibi olur | **X** |  |  |
| 10 | Bilgi ve iletişim teknolojilerini amacına uygun teknik ve pedagojik olarak kullanabilme becerisine sahip olur | **X** |  |  |
| 11 | Öğrencilerinin gelişim özelliklerini, bireysel farklılıklarını, konu alanının özelliklerini ve kazanımlarını dikkate alarak en uygun öğretim planlamasını ve uygulamasını yapar | **X** |  |  |
| 12 | Ulusal ve uluslar arası eğitim sisteminin ve sınıf öğretmenliğinin yapısı ve tarihsel gelişimi hakkında yereli bilgiye sahip olur | **X** |  |  |
| 13 | Milli kültüre ve evrensel değerlere saygı duyar |  | **X** |  |
| **1**:Hiç Katkısı Yok. **2**:Kısmen Katkısı Var. **3**:Tam Katkısı Var. | | | | |

**Instructor(s):** Assit. Prof. Dr. Semra KıranlıGÜNGÖR

**Signature**  **Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171413112 | **COURSE NAME** | Physical Education and Sport Culture |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3 | 1 | | 2 | 0 | | | 2 | 4 | COMPULSORY ( x) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | Written examination | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | The role of physical education in human development, the motor development of the children at first stage in primary school, general information about exercises to live healthy, orders,steppings,returnings,linings,equipments and materials in physical education lessons, free gymnastics exercises,individual and pair gymnastics exercises, exercises in tools and with tools, disabilities and woundings in physical education lessons or in daily life, first aid, basic techniques and rules in athletics, sports and health, sports and social life, sports and life, sports and our country, general information about the olimpics | | | | | | |
| **COURSE OBJECTIVES** | | | | | Be able to apply the basic concepts and skills about physical education and sports. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | explain the importance of physical education for our health, determine the relations between health and physical education and illustrate them,  explain the contribution of game for childs motor development,  explain the exercises doing in daily life, make connection between social life and sport. | | | | | | |
| **TEXTBOOK** | | | | | İnal,N.A.(200) Beden Eğitimi ve Spor Bilimlerine Giriş.Konya:Desen Ofset Matbaacılık | | | | | | |
| **OTHER REFERENCES** | | | | | Savaş,İ. (1993) Spor Sözlüğü Terimler ve Açıklamalar.İstanbul:Remzi Kitabevi | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The role of physical education in human development |
| 2 | Primary I. stages of motor development properties |
| 3 | Exercises for a healthy life |
| 4 | Exercises for a healthy life |
| 5 | Organization of physical education lessons, walks, turns, |
| 6 | Organization of physical education lessons, walks, turns, |
| 7-8 | MID-TERM EXAM |
| 9 | Physical education equipment with |
| 10 | Individual and paired exercises gymnastics |
| 11 | Injuries, injuries, first aid |
| 12 | Vehicle movements to and from |
| 13 | Vehicle movements to and from |
| 14 | Basic techniques and rules of athleticism |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Pınar Girmen

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171413114 | **COURSE NAME** | Environmental Education |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 |  | | | 2 | 3 | Compulsory ( X) Electıve ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| % 80 | | % 20 | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| FINAL EXAM | | | | | Written examination | | | | | 1 | 60 |
| PREREQUIEITE(S) | | | | | - | | | | | | |
| COURSE DESCRIPTION | | | | | Major ecologic concepts and principles. Ecosystems concepts. Energy movement ecosystems. Biological connections in ecosystems. Ecological cycles. Population ecology. Diversity of ecosystems. Species society. Natural area. Environmental law. National and international environmental policy. International environmental protection contracts. Environmental pollution in the World. Environmental pollution in Türkiye. | | | | | | |
| COURSE OBJECTIVES | | | | | Grasping main ecologic concepts, understanding energy flow in the nature. Understanding the energy flow in the nature. Explaining common life styles, population increase and result of erosion. Knowing the reason of environmental pollution and the effort of protection. Stating what should be done for the continuous life. | | | | | | |
| ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION | | | | |  | | | | | | |
| COURSE OUTCOMES | | | | | Have the basic ecological knowledge  be conscious about environmental problems  active participant to the solution of environmental problems | | | | | | |
| TEXTBOOK | | | | | BERKES, F., Kışlalıoğlu, M. (1990). Ekoloji ve Çevre Bilimleri. Remzi Kitabevi. | | | | | | |
| OTHER REFERENCES | | | | | DEMİRSOY, A. (1998). Yaşamın Temel Kuralları. Meteksan A.Ş.  KOCATAŞ, A. (1996). Ekoloji. Ege Üniversitesi Basımevi.  ŞİMŞEKLİ, Y. (2005). Çevre Bilimi. Lisans Yayıncılık. ŞİŞLİ, N. (1996). Ekoloji. Yeni Fersa Matbaacılık. Ankara | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic ecological concepts and principles |
| 2 | The concept of ecosystem |
| 3 | Energy flow in ecosystems |
| 4 | Ecosystem biological relationships |
| 5 | Ecological cycles |
| 6 | Population ecology |
| 7-8 | MID-TERM EXAM |
| 9 | Types of ecosystem |
| 10 | Type communities |
| 11 | Natural areas |
| 12 | Environmental law, international environmental protection conventions |
| 13 | Environmental pollution control regulations, standards. |
| 14 | Environmental pollution in the world and Turkey. |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Cavide Demirci

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171413115 | **COURSE NAME** | Philosophy |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 |  | | | 2 | 3 | COMPULSORY ( x) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| % 80 | | % 20 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | Written examination | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts of philosophy, philosophy and social sciences fields of study in the role of the main philosophical trends in Turkey and around the world philosophers examining the development of the philosophical perspective, philosophy, education relationship, the effect of philosophical foundations of education and training programs, contemporary philosophical trends. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course, a student teachers to recognize the size of the basic concepts and philosophy, philosophical thinking processes of life to learn and encourage its maximum use them. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Student teachers to realize different perspectives and in this context is to help students manage class while respecting individual differences. | | | | | | |
| **COURSE OUTCOMES** | | | | | Education - questioning the relationship between philosophy  To obtain alternative perspectives  Multi-dimensional and critical thinking | | | | | | |
| **TEXTBOOK** | | | | | Aydın, A. (2011). *Felsefe ve düşünce tarihi* (6.bs.). Ankara: Pegem Akademi Yayıncılık | | | | | | |
| **OTHER REFERENCES** | | | | | Aydın, A. (2010). *Yaşama sanatı*. Ankara: Pegem Akademi Yayıncılık  Bolay, S.H. (2009). *Felsefe doktrinleri ve terimleri sözlüğü* (10.bs.). Ankara: Nobel Yayın Dağıtım.  From, E. (1996). *Özgürlükten kaçış* (Çev: Ş Yeğin). İstanbul: Payel Yayınları.  From, E. (1996). *Sağlıklı toplum* (Çev: Y. Salman ve Z. Tanrısever). İstanbul: Payel Yayınları. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition and basic concepts of philosophy |
| 2 | Types of information and the accuracy |
| 3 | Features of philosophical thought |
| 4 | Relationship with other areas of philosophy |
| 5 | philosophy of knowledge |
| 6 | Ontology |
| 7-8 | MID-TERM EXAM |
| 9 | Moral Philosoph, Philosophy of Art |
| 10 | Political Philosophy |
| 11 | Philosophy of Science |
| 12 | philosophy of religion |
| 13 | Philosophy of Education |
| 14 | Overall Rating |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Prof. Dr. Ayhan AYDIN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171413110 | **COURSE NAME** | Generel Physics |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 |  | | | 2 | 4 | Compulsory ( X) Electıve ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| % 80 | | % 20 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | Written examination | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Vectors, Motion, velocity and acceleration, mass, gravity and the force concept, work, power, energy and conservation of energy, momentum and collisions; Pressure, Heat and Temperature: heat sources, propagation, isolation, effects, expansion, change of state; Audio: the occurrence, distribution, characteristics, isolation and recording. Waves and Propagation: light sources, materials transfer, diffusion, reflection, mirrors, refraction, lenses, eye and vision, eye defects, optical instruments. Electricity: electrical forces, the electric field, electric potential, electric current, resistance and variable resistance, Ohm's Law, electric power plants, transmission and use of electrical energy. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Teach the basic concepts. Establish the relationships between concepts. Applications of concepts to primary level. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Explain natural phenomena and solutions  Won the information relates, analyzes and evaluates data.  Apply the information gained in the basic sciences and interdisciplinary fields related to bonds.  Gained knowledge and application skills directly correlates with technology and industry wins | | | | | | |
| **COURSE OUTCOMES** | | | | | Vector and scalar quantities allows  Defines the basic concepts of physics topics  Mechanical sub-concepts on the subject defines / explains  Explain by giving examples from daily life by defining heat and temperature  Related to the occurrence and characteristics of sound experiment in the primary school level prepares  Knows about the concepts of electricity, daily life correlates with  To obtain information on the optical devices, and associates it with daily life | | | | | | |
| **TEXTBOOK** | | | | | 1. Kamil Temizyürek, ( 2005). Genel Fizik I-II, Atlas yayın dağıtım | | | | | | |
| **OTHER REFERENCES** | | | | | 1.Halliday, D. & Resnick, R. (2002). Çeviri Editörü: Yalçın, C. Fiziğin Temelleri. Ankara: Arkadaş Yayınevi.  2. Serway, R.A. (1990). Çeviri Editörü: Çolakoğlu, K. Fen ve Mühendislik için Fizik. Ankara: Palme Yayıncılık.  3.Fishbane, P.M., Gasiorowicz, S., & Thornton, S.T. (2003). Çeviri Editörü: Türkoğulları, Ü. Temel Fizik. Ankara: Arkadaş Yayınevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Vectors |
| 2 | Motion, velocity, acceleration, mass and weight, force concepts |
| 3 | Work, power, energy and conservation of energy |
| 4 | Momentum and collisions |
| 5 | Pressure |
| 6 | Heat and Temperature: heat sources, propagation, isolation, effects, expansion, change of state |
| 7-8 | MID-TERM EXAM |
| 9 | Audio: the occurrence, distribution, characteristics, isolation and recording. |
| 10 | Waves and Propagation: light sources, materials transfer, diffusion, reflection |
| 11 | Refraction, mirrors, lenses, eye and vision, eye defects, optical instruments |
| 12 | Electricity: electrical forces, the electric field, electric potential |
| 13 | Electricity: electric current, resistance and variable resistance |
| 14 | Ohm's Law, electric power plants, transmission and use of electrical energy. |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Prof. Dr. Özden TEZEL

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171413111 | **COURSE NAME** | Music |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 |  | | | 2 | 3 | Compulsory ( X) Electıve ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| % 80 | | % 20 | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | Written examination | | | | | 1 | 60 |
| COURSE DESCRIPTION | | | | | Basic component of music, basic music knowledge; knowledge of note, the concept of interval in music, concept of rhythm in music, building store of song; Type and form of music in Turkey and the world; transition from traditional to contemporary music, teaching instrument, playing and singing together, music’s role in education, musical hearing for developing creativity. | | | | | | |
| COURSE OBJECTIVES | | | | | Understanding the place and importance of music for development of child. Learning general music knowledge. Playing instrument (flute) . Reading note (solfege) . Gaining repertoire appropriate to the units. Gaining the affection of country, flag, Atatürk, teacher, mother, friend, nature, animal etc. . with the help of repertoire. | | | | | | |
| ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION | | | | | . | | | | | | |
| COURSE OUTCOMES | | | | | understand the place and importance of music in education, evaluate the contribution of music in child development,  develop the ability of playing simple music instrument (block flute), gain the knowledge of reading note and the ability of doing solfege,  develop the music repertoire for teaching at elementary level. | | | | | | |
| **TEXTBOOK** | | | | | 1) SUN, Muammer. Kır Çiçekleri.  2) AKKAŞ, Salih. Blokfülüt ve Org ile Müzik Eğitimi.  3) AYDOĞAN, Salih ve İLİK, A. Aydın.Blokfülüt ile Müzik Eğitimi. . | | | | | | |
| **OTHER REFERENCES** | | | | | 4) COŞKUNER, İsa. İlköğretim Okullarında Müzik | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Meeting, informing students about course content |
| 2 | Note and sound knowledge of basic music knowledge |
| 3 | Basic music knowledge: notes on the portrait areas, introduction of blokflütün |
| 4 | Basic music knowledge: 2:4 luxury measure, quarter and eighth notes on the melody work |
| 5 | Reinforce areas of study related to the fourth week melody |
| 6 | Luxury 3:4 scale, grinding work on dotted eighth and quarter notes |
| 7-8 | MID-TERM EXAM |
| 9 | Reinforce areas of study related to the sixth week melody, playing and singing |
| 10 | Melody notes on the operation of octal and hexadecimal |
| 11 | Work to consolidate the work of the ninth week melody |
| 12 | Work in B-flat tone melody playing and singing on |
| 13 | C sharp sound playing and singing , Luxury 4:4 scale, quarter notes work Melody |
| 14 | General Review |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Instructor Muhammed AYDIN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171413117 | **COURSE NAME** | Prıncıples and Methods Of Teachıng |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 3 | | 0 | 0 | | | 3 | 5 | | COMPULSORY (X) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
| X | |  | | |  | | | | 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** | | | | | | Basic concepts related to education and training, program development process and elements that make up this process, planning of teaching, teaching principles, different teaching strategies, methods and techniques and their issues on the implementation | | | | | | |
| **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 İlke ve Yöntemleri. Ankara: Anı Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | | Demriel, Ö. (2011). Öğreim İlke ve Yöntemleri “Öğretme Sanatı”. Ankara: Pegem Akademi Yayıncılık.Hesapçıoğlu, M. (2011). Öğretim İlke ve Yöntemleri. Ankara: Nobel Yayın Dağıtım.Sönmez, V. (2010). Öğretim İlke ve Yöntemleri. Ankara: Anı Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Asım ARI

**Signature**  **Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171413113 | **COURSE NAME** | Science and Technology Laboratory Practices I (A) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3 | 0 | | 0 | 2 | | | 1 | 2 | COMPULSORY ( x) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| x | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | - | - |
| Quiz | | | | | - | - |
| Homework | | | | | - | - |
| Project | | | | | - | - |
| Report | | | | | 37 | 30 |
| Others (Oral) | | | | | 37 | 30 |
| **FINAL EXAM** | | | | | Practice | | | | | 37 | 40 |
| **PREREQUIEITE(S)** | | | | | ----- | | | | | | |
| **BRIEF CONTENT OF COURSE** | | | | | Laboratory Approach Based on Constructivist and Scientific Process Skills; Security in Science and Technology Laboratory. Measuring and Using Numbers. Space Time-Space Location Relationship. Conducting laboratory experiments for Primary School 4th grade mentioned above and evaluating the results of the experiments. Laboratory experiments for primary school first-tier (planning, conducting the experiments and evaluating the results of the experiment). Preparing experiment study papers and experiment report. | | | | | | |
| **COURSE AIMS** | | | | | To educate teachers who have the ability of planning and conducting laboratory experiments for Primary School 4th grade, evaluating theresults of the experiments and a sense of confidence to conduct them as needed. | | | | | | |
| **CONTRIBUTION OF THE COURSE TO PROVIDE OCCUPATIONAL EDUCATION** | | | | | Having the sense of confidence on carrying out science and technology experiments as needed by having a knowledge and skill of carrying learning-teaching activities in 4th grade science and technology course in his future carrier. | | | | | | |
| **COURSE OUTCOMES** | | | | | Ability to select, design and apply science experiments suitable for the subject, to analyze data and to make scientific report by interpreting them. Ability to have a knowledge of laboratory safety and to use it when it is necessary. Takes responsibility in individual and group work related to field and perform the task effectively. | | | | | | |
| BASIC COURSE BOOK | | | | | SCINCE AND TECHNOLOGY LABORATORY APPLICATION for Primary School Teachers and Students– II; Celepler Printing Press,Laboratory Sheet Compiled from Various Books | | | | | | |
| HELPFUL RESOURCES | | | | | Science and Technology Laboratory and Practices; Nobel Publication Distribution,Primary School Science and Technology 4, NEM Course Books , Özgün Printing Press,Science and Technology Laboratory Practices 1 – 2; Pegem Academy, | | | | | | |
| **TOOLS AND MATERIALS NEEDED IN THE COURSE** | | | | | Laboratory and Various Laboratory Materials. | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COURSE SYLLABUS** | | | | | |
| **WEEK** | | **TOPICS** | | | |
| 1 | | Laboratory Approach Based on Constructivist | | | |
| 2 | | Scientific Process Skills | | | |
| 3 | | Security in Science and Technology Laboratory | | | |
| 4 | | Let’s learn substance | | | |
| 5 | | Motion and Force | | | |
| 6 | | Light and Sound | | | |
| 7-8 | | MID-TERM EXAM | | | |
| 9 | | Electricity that leading our life | | | |
| 10 | | Let’s make a battery from a lemon, Let’s Make Bass and Treble Sounds | | | |
| 11 | | Measuring and Using Numbers: Let’s make an electromagnet, Departing Angle Mirrors | | | |
| 12 | | Space Time-Space Location Relationship: Rising Coin, Candle Illusion | | | |
| 13 | | Orange Falling, Water in Pipette | | | |
| 14 | | Conducting laboratory experiments for Primary School 4th grade mentioned above and evaluating the results of the experiments | | | |
| 15-16 | | FINAL EXAM | | | |
| **NO** | **PRIMARY SCHOOL TEACHING PROGRAM OUTCOME** | | **3** | **2** | **1** | |
| 1 | Has the ability of using Turkish according to rules, properly and effectively and communicate with students in a healthy way | |  | **x** |  | |
| 2 | Is a teacher who depend on Atatürk’s principles and revolutions, believes in democracy, is aware of Turkish national, spiritual, moral and cultural values and show susceptibility to this in his/her profession | |  | **x** |  | |
| 3 | Has pedagogical knowledge in the teaching profession and its field, know and apply modern teaching methods and techniques, assessment and evaluation methods | | **x** |  |  | |
| 4 | Is sensitive to society, environment, human, artistic and cultural activities and sport; educate students who are beneficial to society, face the future with confidence and explore, question and support life-long learning | | **x** |  |  | |
| 5 | Takes responsibility in individual and group work related to field and perform the task effectively | | **x** |  |  | |
| 6 | Has individual and professional development by pursuing life-long learning consciousness, learn how to learn | |  | **x** |  | |
| 7 | Makes self-assessment | | **x** |  |  | |
| 8 | Reaches field knowledge in social and professional life by learning a foreign language at a basic level | |  |  | **x** | |
| 9 | Has the knowledge of teacher profession in primary school education field, concept, theory and practice related to general culture and basic science | |  | **x** |  | |
| 10 | Has the ability of using science and communication technology technically and pedagogically | |  | **x** |  | |
| 11 | Does appropriate planning and implementation by taking consideration the development characteristics, individual differences of students, the characteristic of subject area and gains | | **x** |  |  | |
| 12 | Has enough knowledge of the structure of national and international education system and primary school teaching and historical development | |  |  | **x** | |
| 13 | Respects national culture and universal values | |  |  | **x** | |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | | | |

**Instructor(s):** Prof. Dr. Özden TEZEL

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171413116 | **COURSE NAME** | Sociology |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY **(X)** ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary Mathematics Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| X | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition of Sociology, subjects, scope, general concepts of Sociology, working areas, historical progress of Sociology in the World and Turkey, Famous Sociologist in the world and Turkey, the relationship with different sciences; social groups and their features, methods in Sociology, Indivudual ? society relation and society effect on individual, Sociologically Education, Education ? Individual ? Society relations, School as a social institution, The role and responsibilities of teacher and students as Sociologically, Opportunity equality In education, social movements, statue, class and classification, culture society and civilization relation, daily Sociological working examples. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of the lecture is to understand the structure  ethods of sociology and also the structure of the living society. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Distinguishs the different effects cause to emergence of sociology  Evaluates thinking mechanism of essential sociological terms according to their scientific contents.  Analyses different angles of sociological works in Turkey  Explains terms of social structure and social change  İnterprets social change mechanism and its factors  Analyses the structure of living society  Explains sociology methodology in social science | | | | | | |
| **TEXTBOOK** | | | | | Anthony Giddens, Sosyoloji,Kırmızı yayınları, 2008. | | | | | | |
| **OTHER REFERENCES** | | | | | Veysel Bozkurt, Değişen Dünyada Sosyoloji, Ekin Kitabevi, 2007 Zeki Arslantürk, Tayfun Amman; Sosyoloji / Kavramlar, Kurumlar, Süreçler, Teoriler, Çamlıca yy,2002 Durkheim, Sosyoloji Dersleri, İletişim yy, 2006 Cemil Meriç/Ümit Meriç Yazan, Sosyoloji Notları ve Konferanslar, iletişim yy, 1999 Kadir Cangızbay, Sosyolojiler değil Sosyoloji, Ütopya yy Margaret M. Poloma, Çağdaş Sosyoloji Kuramları Gündoğan Yayınları,1993 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Books-Articals | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Essential causes of emergence of sociology |
| 2 | General social structure in Europe before sociology |
| 3 | Essential thoughts about the emergence sociology |
| 4 | Analysis of a sociologic events |
| 5 | General concepts of sociology |
| 6 | General concepts of sociology |
| 7-8 | MID-TERM EXAM |
| 9 | General approaches of sociology |
| 10 | Sociological works in Turkey |
| 11 | Social structure ? social change in sociology and culture |
| 12 | Exercise method of social change mechanism |
| 13 | Other branches of sociology |
| 14 | Sociology Education Relation and General Evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Efficiently and effectively use designing, planning, implementing, and managing process of educational technology; design and prepare required products, changes and updates by examining these processes | **X** |  |  |
| 2 | Reaching, analyzing, synthesing and evaluating knowledge and using and adapting knowledge to new situations by using information technologies | **X** |  |  |
| 3 | Have sufficient knowledge, skill and competence about issues related to teaching profession and to perform this profession | **X** |  |  |
| 4 | Knows how to use instructional technologies and materials in lessons; developing, using and guiding applications such as educational software, e-learning, distance learning, learning management systems | **X** |  |  |
| 5 | Develop materials to enrich learning activities, by using special developed programs to prepare graphic designing and animation, web designing and educational software | **X** |  |  |
| 6 | Identifies, models and solves problems in Computer and Instructional Technologies Education field | **X** |  |  |
| 7 | Planning technological needs by analyzing the current situation and leads the use of these technologies in education and training process | **X** |  |  |
| 8 | Used domain-specific teaching-learning theories, teaching-learning strategies, methods and techniques to apply |  | **X** |  |
| 9 | Determine measurement and evaluation methods used into Information education technology and techniques. |  |  | **X** |
| 10 | To be skills and competence of computer hardware, operating systems, computer networks and programming languages |  | **X** |  |
| 11 | Create solutions for social problems within the framework of social responsibility and professional ethics. |  | **X** |  |
| 12 | Having skills about Turkish verbal and written communication |  |  | **X** |
| 13 | Having skills about critical thinking, create new ideas, have the ability to solve problems and to discover | **X** |  |  |
| 14 | Having knowledge of the general culture | **X** |  |  |
| 15 | Apply to projects processes and conduct to project in the electronic environment, an interdisciplinary team-work |  | **X** |  |
| **1**: None. **2**: Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assoc. Prof. Dr. Halis Adnan ARSLANTAŞ

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171413118 | **COURSE NAME** | Turkish Language I: Phonetics and Building Science |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | | **Laboratory** | | **Credit** | | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 3 | 2 | | 0 | | 0 | | 2 | | 2 | | Compulsory | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | **Elective Course** | | | | | |
| x | |  | | | |  | | General Knowledge( ) Content Knowledge () | | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | **Evaluation Type** | | | | | | **Quantity** | | **%** | |
| 1st Mid-Term | | | | | |  | |  | |
| 2nd Mid-Term | | | | | |  | |  | |
| Quiz | | | | | |  | |  | |
| Homework | | | | | |  | |  | |
| Project | | | | | | 1 | | 30 | |
| Report | | | | | |  | |  | |
| Others (………) | | | | | |  | |  | |
| **FINAL EXAM** | | | |  | | | | | | 1 | | 70 | |
| **PREREQUIEITE(S)** | | | | There are no prerequisite for this course. | | | | | | | | | |
| **COURSE DESCRIPTION** | | | | Historical development of Turkish language, sounds and features, sound events, punctuation, spelling rules, construction and Suffixes | | | | | | | | | |
| **COURSE OBJECTIVES** | | | | Turkish students' voice, to know the properties of the spelling-punctuation and structure, and using the language correctly and effectively in order to release themselves better in society | | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | Turkish student teachers' voice, punctuation, and spelling knowledge about the structural properties of their students, teaching the basic skills to ensure that Turkish | | | | | | | | | |
| **COURSE OUTCOMES** | | | | Understands the properties of sound and structure of Turkish, Turkish Lessons structural properties of sound and prepare the appropriate content | | | | | | | | | |
| **TEXTBOOK** | | | | Zeynep KORKMAZ (2010) ,TürkDiliveKompozisyon, EkinKitabevi, | | | | | | | | | |
| **OTHER REFERENCES** | | | | Aksan,D. (1990). Her YönüyleDil Ana ÇizgileriyleDilbilim, TDK, Ankara,Akerson, F. (2008).TürkçeÖrneklerleDileGenelBirBakış, Multilingual, İstanbulCaferoğlu, A. (1984). TürkDiliTarihi, EnderunKitabevi, İstanbulErgin, M. (1972).TürkDilBilgisi,TürkDili, AçıköğretimFakültesiYayınları | | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | bilgisayar, tepegöz, tahta, tebeşir | | | | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Characteristics of language structure and language comprehension. |
| 2 | Of world languages ​​Turkish, Polish, accent, and the differences between the mouth |
| 3 | Understanding the relationship between language and thought, critical thinking |
| 4 | Sound characteristics of Turkish |
| 5 | Spelling and Punctuation Rules |
| 6 | Examination of the structure of Turkish words |
| 7-8 | Midterm Exam |
| 9 | Suffixes-structural affixes |
| 10 | Types of word (nouns and pronouns) |
| 11 | Word Types (Adjectives, Adverbs) |
| 12 | Word types (verbs) |
| 13 | Word Types (Prepositions, Conjunctions, Interjections) |
| 14 | Word groups |
| 15-16 | Final Exam |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTPUT** | **3** | **2** | **1** |
| 1 | Turkish in accordance with the rules, proper and effective use, and students will be able to establish healthy communication | **x** |  |  |
| 2 | Ataturk's principles and revolutions, who believes in democracy and rule of law, the Turkish national, moral, ethical and cultural values ​​of the profession who are aware of and sensitivity to them will become a teacher |  |  | **x** |
| 3 | The teaching profession and will have the pedagogical knowledge in the field of contemporary teaching methods and techniques, know and apply the methods of measurement and evaluation |  | **x** |  |
| 4 | Society, environment, human, sensitive, artistic and cultural activities and sports will become useful to society, facing the future with confidence, and researching, questioning and supporting lifelong learning to train students |  |  | **x** |
| 5 | And an individual or group related to the field of the task is responsible for work effectively fulfills |  | **x** |  |
| 6 | Pursuing professional development of individual consciousness, and provides life-long learning, learning, learns |  | **x** |  |
| 7 | Makes a self-assessment |  | **x** |  |
| 8 | Knowing a foreign language at a basic level of social and professional life in the information reaches the |  |  | **x** |
| 9 | Teaching profession in the field of classroom teachers, the general concept of culture and sciences, will have information on the theory and practice |  | **x** |  |
| 10 | For the purpose of information and communication technologies will have the ability to use technical and pedagogical |  | **x** |  |
| 11 | Developmental characteristics of students, individual differences, subject area, taking into account the characteristics and achievements make the most appropriate instructional planning and implementation |  | **x** |  |
| 12 | national and international educational system and class structure and will have local knowledge about the historical development |  |  | **x** |
| 13 | National culture and respect for universal values |  | **x** |  |
| **1: No contribution 2: Partially 3: Full contribution** | | | | |

**Instructor(s):** Ass. Prof. Dr. Hilmi DEMİRAL

**Signature Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171414115 | **COURSE NAME** | Physıcal Educatıon And Teachıng Game |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| 4 | 1 | | 2 | | 0 | | 2 | | 3 | Compulsory (X) Electıve ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Culture Knowledge** | | | | **Elective Course** | | | | |
| %25 | | %50 | | %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** | | | | | | Investigation of Primary Education Program of Physical Education (1-3. Grade). Investigation of Elementary Physical Education Teaching Program (4.5. Grade). Course in Elementary Physical Education Teaching and Learning Methods. Physical Education Course in Elementary Classroom Management, Measurement and Evaluation. Teaching the game and the game overall özellikleri.Oyun. Educational and Musical Games. Examples Related to Modern Folk Dances. Physical Education Lesson Plan for Making Day and Day-Year Plan and Implementation Plan. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Knowledge and talent in the field of physical education teaching skills in primary education | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | |  | | | | | | |
| **TEXTBOOK** | | | | | | **1.** İlköğretim Beden Eğitimi Dersi Öğretim Programı’nı inceleyebilir.  **2.** Yıllık ve günlük plan yapabilir.  **3.** Eğitsel ve müzikli oyunları oynayabilir.  **4.** Modern halk danslarını oynayabilir. | | | | | | |
| **OTHER REFERENCES** | | | | | | Devlet Kitapları Müdürlüğü-(Ankara 2007)-Beden Eğitimi dersi Öğretim Programı ve Kılavuzu \*Seçkin yayınevi(Ankara 2008) | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Investigation of Primary Education Program of Physical Education (1-3. Grade) |
| 2 | Investigation of Primary Education Program of Physical Education (1-3. Grade) |
| 3 | Investigation of Elementary Physical Education Teaching Program (4.5. Grade) |
| 4 | Elementary Course in Physical Education Teaching and Learning Methods |
| 5 | Elementary Course in Physical Education Teaching and Learning Methods |
| 6 | Physical Education Course in Elementary Classroom Management, Measurement and Evaluation |
| 7-8 | MID-TERM EXAM |
| 9 | General Features of the game and the game  Game Teaching |
| 10 | Game Teaching |
| 11 | Educational and Musical Games |
| 12 | Educational and Musical Games |
| 13 | Examples Related to Modern Folk Dances |
| 14 | Physical Education Lesson Plan for Making Day and Day-Year Plan and Implementation Plan |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | | | | |

**Dersin Öğretim Üyesi:** Assoc. Prof. Dr. Pınar Girmen

**İmza**:  **Tarih:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171114117 | **COURSE NAME** | Scientific Research Methods |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| 4 | 2 | | 0 | | 0 | | 2 | | 2 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Culture Knowledge** | | | | **Elective Course** | | | | |
| %25 | | %50 | | %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** | | | | | | 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** | | | | | | Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2008). Bilimsel Araştırma Yöntemleri. Ankara: Pegem A Yayıncılık.Karasar, N. (2007). Bilimsel Araştırma Yöntemi. Ankara: Nobel Yayınevi.Kaptan, S. (1998). Bilimsel Araştırma ve İstatistik Teknikleri. Ankara: Tekışık Web Ofset Tesisleri. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Prof. Dr. Cemil YÜCEL

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171414110 | **COURSE NAME** | Children’s Literature |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** | |
| 4 | 2 | | 0 | 0 | | | 2 | 2 | COMPULSORY (X) ELECTIVE ( ) | | Turkish | |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary Mathematics Education**  [if it contains considerable design, mark with (√) ] | | | | | | **Social Science** |
| X | |  | | | |  | | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | |  | | 30 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | | 40 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | |  | | 30 |
| **PREREQUIEITE(S)** | | | | | There are no prerequites for this course | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition of children's literature, the nature and importance  An overview of children's literature to the development of Turkish  Children's literature, objectives  Dimensions of children's literature and history  Types of Children's Literature: Fairy tales and examples, epic and examples, fables and legends, children's poems, stories, novels, Travel articles, Life-history, Folklore and Folk Songs, Memorabilia, Comic Books, Children's magazines, and newspapers  Overall assessment of children's literature. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Be aware of the student's intellectual contribution to the development of literature,  To understand the impact of socialization of the individual to develop the culture of reading, teacher candidates develop the culture of reading, increase awareness, teacher candidates who qualified for the kids introduce books, literary works, the properties qualified to teach. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Knows the concept of Children's Literature.  2. Understands the relationship between child development and children's literature.  3. Types, and can use them in children's literature knows how courses. | | | | | | | |
| **TEXTBOOK** | | | | | OĞUZKAN, A.F. (2001). Çocuk edebiyatı. Anı Yayıncılık. Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | | YALÇIN, A. ve AYTAŞ, G. (2003). Çocuk Edebiyatı. Akçağ Yayınları. Ankara.  ÜLERYÜZ, Hasan. (2006). Yaratıcı Çocuk Edebiyatı, PegemA Yay. Ankara. GÜREL, Z., TEMİZYÜREK, F. ve ŞAHBAZ, N. K. (2007). Çocuk Edebiyatı. Öncü Kitapevi. Ank | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of children's literature, nature, importance,  An overview of the development of children's literature in the Turkish public,  Children's literature, objectives |
| 2 | Types of Children's Literature: Fairy tales and examples |
| 3 | Legends and Examples |
| 4 | Dimensions of children's literature and history |
| 5 | Fables and legends |
| 6 | Nursery rhyme |
| 7-8 | MID-TERM EXAM |
| 9 | Story, novel |
| 10 | Travel articles |
| 11 | Biography |
| 12 | Folklore and Folk Songs |
| 13 | Moment of Comics |
| 14 | Children's magazines and newspapers |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assit. Prof. Dr.Hilmi DEMİRAL

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171414113 | **COURSE NAME** | Science and Technology Laboratory Practices II (A) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4 | 0 | | 0 | 2 | | | 1 | 2 | COMPULSORY ( x) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| x | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | - | - |
| Quiz | | | | | - | - |
| Homework | | | | | - | - |
| Project | | | | | - | - |
| Report | | | | | 37 | 30 |
| Others (Oral) | | | | | 37 | 30 |
| **FINAL EXAM** | | | | | Practice | | | | | 37 | 40 |
| **PREREQUIEITE(S)** | | | | | ------ | | | | | | |
| **BRIEF CONTENT OF COURSE** | | | | | Laboratory experiments for primary school first-tier (planning, conducting the experiments and evaluating the results of the experiment). Preparing experiment study papers and experiment report. Experiment examples that can be done with simple and cheap materials, group studies. | | | | | | |
| **COURSE AIMS** | | | | | To educate teachers who have the ability of planning and conducting laboratory experiments for Primary School 5th grade, evaluating theresults of the experiments and a sense of confidence to conduct them as needed. | | | | | | |
| **CONTRIBUTION OF THE COURSE TO PROVIDE OCCUPATIONAL EDUCATION** | | | | | Having the sense of confidence on carrying out science and technology experiments as needed by having a knowledge and skill of carrying learning-teaching activities in 5th grade science and technology course in his future carrier. | | | | | | |
| **COURSE OUTCOMES** | | | | | Ability to select, design and apply science experiments suitable for the subject, to analyze data and to make scientific report by interpreting them. Ability to have a knowledge of laboratory safety and to use it when it is necessary. Takes responsibility in individual and group work related to field and perform the task effectively. | | | | | | |
| BASIC COURSE BOOK | | | | | SCINCE AND TECHNOLOGY LABORATORY APPLICATION for Primary School Teachers and Students– II; Celepler Printing Press,Laboratory Sheet Compiled from Various Books | | | | | | |
| HELPFUL RESOURCES | | | | | Science and Technology Laboratory and Practices; Nobel Publication Distribution,Primary School Science and Technology 4, NEM Course Books , Özgün Printing Press,Science and Technology Laboratory Practices 1 – 2; Pegem Academy,Science Laboratory Experiments for Education Faculties and Primary School Teachers; Anı Publishing,Science Teaching and Practices; Nobel Publication Distribution,Science Laboratory; Nobel Publication Distribution. | | | | | | |
| **TOOLS AND MATERIALS NEEDED IN THE COURSE** | | | | | Laboratory and Various Laboratory Materials. | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The Change and Recognition of the Substance |
| 2 | Force and Motion |
| 3 | Electricity in our Lives |
| 4 | World, Sun and Moon |
| 5 | Know and Wander in Habitable World |
| 6 | Light and Sound |
| 7-8 | MID-TERM EXAM |
| 9 | Predict: Jumping Money, Water isn’t being poured |
| 10 | Let’s knot the water, Thermal Conductivity of Substances |
| 11 | Changing and Checking Variables: Pendulum Clock, Let’s hang the egg |
| 12 | Description by Doing: Tuning fork and Sound formation, Let’s make tumbler |
| 13 | How do our lungs work?, Let’s make a wind rose. |
| 14 | Conducting laboratory experiments for Primary School 5th grade mentioned above and evaluating the results of the experiments. |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PRIMARY SCHOOL TEACHING PROGRAM OUTCOME** | **3** | **2** | **1** |
| 1 | Has the ability of using Turkish according to rules, properly and effectively and communicate with students in a healthy way |  | **x** |  |
| 2 | Is a teacher who depend on Atatürk’s principles and revolutions, believes in democracy, is aware of Turkish national, spiritual, moral and cultural values and show susceptibility to this in his/her profession |  | **x** |  |
| 3 | Has pedagogical knowledge in the teaching profession and its field, know and apply modern teaching methods and techniques, assessment and evaluation methods | **x** |  |  |
| 4 | Is sensitive to society, environment, human, artistic and cultural activities and sport; educate students who are beneficial to society, face the future with confidence and explore, question and support life-long learning | **x** |  |  |
| 5 | Takes responsibility in individual and group work related to field and perform the task effectively | **x** |  |  |
| 6 | Has individual and professional development by pursuing life-long learning consciousness, learn how to learn |  | **x** |  |
| 7 | Makes self-assessment | **x** |  |  |
| 8 | Reaches field knowledge in social and professional life by learning a foreign language at a basic level |  |  | **x** |
| 9 | Has the knowledge of teacher profession in primary school education field, concept, theory and practice related to general culture and basic science |  | **x** |  |
| 10 | Has the ability of using science and communication technology technically and pedagogically |  | **x** |  |
| 11 | Does appropriate planning and implementation by taking consideration the development characteristics, individual differences of students, the characteristic of subject area and gains | **x** |  |  |
| 12 | Has enough knowledge of the structure of national and international education system and primary school teaching and historical development |  |  | **x** |
| 13 | Respects national culture and universal values |  |  | **x** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Prof. Dr. Özden TEZEL

**Signature**:  **Date:** 18.11.2011

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171414116 | **COURSE NAME** | Tecniques of Good Hand Writing |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| 4 | 1 | | 2 | | 0 | | 2 | | 3 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Culture Knowledge** | | | | **Elective Course** | | | | |
| %25 | | %50 | | %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** | | | | | | Writing concept, good-writing method and technics, big basic characters, small basic characters; oblique big writing characters and writing aspects, adjacent oblique writing, small characters and writing aspects, writing of number and signal, perpendicular, basic and oblique, adjacent handwriting with big and small characters, to do texts with perpendicular and oblique hand-writing, sort of decorative and antique writings, application exercises, smooth and legible writing’s examples. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The main goal of this course is to apply correct and beautiful writing skills and to plan requirements to gain that skill to elementary students. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | write readable, functional, fast, good and script italic by obeying the rules, | | | | | | |
| **TEXTBOOK** | | | | | | Kılıçkan,Hüseyin(1998)Alıştırmalı-Testli Yazı Kitabı.Fil Yay. | | | | | | |
| **OTHER REFERENCES** | | | | | | KIZMAZ, Sevgi. (2000). Arkadaş Yazı Defteri. İzmir. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The concept of writing the article, the evolution of the article, the place in our lives. |
| 2 | Manuscript preparation exercises |
| 3 | Line work |
| 4 | A flat, horizontal, vertical, line work |
| 5 | A broken circular line work |
| 6 | Capital letters, large vertical dimensions of the basic geometric structure of letters and numbers |
| 7-8 | MID-TERM EXAM |
| 9 | Great basic letters written directions perpendicular to the figures written directions, perpendicular to the main article, letter ranges |
| 10 | The article layout, and types of blocks, small letters and spelling rules, based on a small vertical dimensions of the geometrical structure of letters |
| 11 | Angular basic uppercase letters, lowercase letters curved base |
| 12 | Adjacent to the article, the rules to be aware of the application, the application |
| 13 | Text book of handwritten applications |
| 14 | Inclined to create handwritten text |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | | | | |

**Dersin Öğretim Üyesi:** Insructor Barış Hancı

**İmza**:  **Tarih:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171414114 | **COURSE NAME** | Teaching Music |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| 4 | 1 | | 2 | | 0 | | 2 | | 3 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Culture Knowledge** | | | | **Elective Course** | | | | |
| %25 | | %50 | | %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** | | | | | | 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** | | | | | |  | | | | | | |
| **TEXTBOOK** | | | | | | 1. SUN, Muammer. Kır Çiçekleri. | | | | | | |
| **OTHER REFERENCES** | | | | | | 1. AKKAŞ, Salih. Blokflüt ve Org İle Müzik Eğitimi. 2. AKKAŞ, Salih. Blokflüt İle Müzik Eğitimi. 3. AYDOĞAN, Salih; İLİK, A. Aydın. İlk Öğretim Okullarında Müzik. 4. COŞKUNER, İsa. Temel Musiki Bilgisi. 5. SAYGUN, A. Adnan. Toplu Ses Eğitimi 1. 6. EGÜZ, Saip. Müzik 1. 7. AKKAŞ, Salih. Müzik Öğretimi Eğitim Fakülteleri ve Sınıf Öğretmenliği Bölümleri İçin. 8. SAY, Ahmet. Müzik Tarihi. 9. SAY, Ahmet. Türkiyenin Müzik Atlası. 10. ÖZTUNA, Yılmaz. Büyük Türk Musikisi Ansiklopedisi I-II.  SUNA, Sezgin. Çocuk Şarkıları | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The historical development of Turkish music and concerts. |
| 2 | The relationship between the historical development of Turkish music and other musical cultures. |
| 3 | Performance and composing work. |
| 4 | Performances on the world music cultures. |
| 5 | Performance and composing work. |
| 6 | 5/8 measure and fa sharp tone of the work on the melody, playing and singing. |
| 7-8 | MID-TERM EXAM |
| 9 | 9/8 measure and weighing of molds, flat voice work on the melody, playing and singing |
| 10 | Case studies on musical plays for children. |
| 11 | Case studies on musical plays for children. |
| 12 | Case studies on musical plays for children. |
| 13 | Changing patterns and marks weighing operation on all specified melody, playing and singing |
| 14 | Changing patterns and marks weighing operation on all specified melody, playing and singing |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | | | | |

**Dersin Öğretim Üyesi:** Insructor Muhammed Aydın

**İmza**:  **Tarih:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171414118 | **COURSE NAME** | Instructional Technology And Material Development |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 2 | 0 | | | 3 | 6 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Sciences** | | | | **Science Teaching** | | | | | **Social Science** |
|  | | X | | | |  | | | | |  |
| **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** | | | | | 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. | | | | | | |
| **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** | | | | | The textbooks for the instructional technologies and materials development | | | | | | |
| **OTHER REFERENCES** | | | | | Öğretim Teknolojileri Ve Materyal Geliştirme, H. İbrahim YALIN, Nobel Yay.  Öğretim Teknolojileri Ve Materyal Geliştirme, İsa HALİS, Nobel Yay.  Öğretim Teknolojileri Ve Materyal Geliştirme, Rauf YILDIZ, Nobel Yay.  Öğretim Teknolojileri Ve Materyal Geliştirme, Özcan DEMİREL, Pegem Yay.  Öğretim Teknolojileri Ve Materyal Geliştirme, Aytekin İŞMAN, Pegem Yay.  Öğretim Teknolojileri Ve Materyal Geliştirme, Zeki KAYA, Pegem Yay.  Özel Öğretim Teknolojileri Ve Materyal Geliştirme, Salih UŞUN, Pegem Yay.  Öğretim Teknolojileri Ve Materyal Geliştirme, Tuğba YANPAR, Anı Yay.  Öğrenme Öğretme Teknikleri Ve Materyal Geliştirme, Çetin BAYTEKİN, Anı Yay.  Eğitim Teknolojileri, Cevat ALKAN, Anı Yay.  Öğretim Teknolojileri ve Materyal Geliştirme, Ö. Demirel; E. Altun, Pegem Yay.  Öğretim Teknolojileri ve Materyal Geliştirme, Salih Uşun, Pegem Yay. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Data projector, computer, internet, overhead projector and other instructional Technologies and materials to be used for this field | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | | | |
| **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):** Prof. Dr. Zuhal Çubukçu

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171414112 | **COURSE NAME** | Art Education |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| 4 | 1 | | 2 | | 0 | | 2 | | 3 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Culture Knowledge** | | | | **Elective Course** | | | | |
| %25 | | %50 | | %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** | | | | | | Aesthetics and theory sanat.Güzelin felsefesi.Mimesis 1-2-3-4.Estetik.Kant, Hegel.Yaratmanın Felsefesi.Varoluşçuluk and Sanat.Sanatın two major categories: Abstraction and identified with the. Meaning and form in art, art, craftsmanship and art, concrete art yetenek.İmge.Sanatta nationality and evrensellik.Bilgi and sanat.Soyut geçiş.Sanat and education. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Art theories comments.  2. Separates the object of art objects from the industry.  3. Events and works of art belonging to different disciplines patients and gain the ability to read. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | | Develop the ability of group working   Prepare the experiment mechanism for the related field  Design the experiments about science | | | | | | |
| **TEXTBOOK** | | | | | | TURANİ, A. (2003). Çağdaş Sanat Felsefesi. Remzi Kitabevi. İstanbul. | | | | | | |
| **OTHER REFERENCES** | | | | | | ARTUT, K. (2007). Sanat Eğitimi. Anı Yayıncılık. Ankara. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Aesthetics and art |
| 2 | Aesthetics and art |
| 3 | Philosophy of beauty |
| 4 | 1-2-3-4 theory of mimesis |
| 5 | Aesthetics. Kant, Hegel,  creating Philosophy |
| 6 | Existentialism and Art |
| 7-8 | MID-TERM EXAM |
| 9 | Two major categories of art: Abstraction and identified with the |
| 10 | Meaning and form in art, art, skill and ability  image |
| 11 | Art nationality and universality |
| 12 | Knowledge and art |
| 13 | Abstract art, concrete art, the transition |
| 14 | Applying |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | | | | |

**Dersin Öğretim Üyesi:** Insructor Songül Esin Gürol

**İmza**:  **Tarih:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171414102 | **COURSE NAME** | Turkish Language II: Sentence and Text Analysis |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 4 | 2 | | 0 |  | | | 2 | 2 | COMPULSORY ( X) ELECTIVE ( ) | | Tuekish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **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** | | | | | Examination of roofs and their meaning in terms of Turkish actions, words, phrases, Turkish, sentence types, basic tenets of texts, text studies. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Introduce the main outlines of Turkish syntax, to introduce the structure of Turkish grammar, to teach the terms of being a text, develop the ability to analyze text. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Developing the ability to use Turkish language, beautiful and effective. To gain consciousness about mother language. | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Knows the properties of Turkish syntax.  2. Knows the conditions of being a text.  3. Knows text analysis.  4. Knows selecting appropriate texts to the students. | | | | | | |
| **TEXTBOOK** | | | | | Girmen, Pınar. Metin Üretimi. Türkçe Yazılı Anlatım. Ed. Dilek Belet, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, 2011. | | | | | | |
| **OTHER REFERENCES** | | | | | **1.Aksan, Doğan (1998).** Her Yönüyle Dil. Ankara: Türk Dil Kurumu Yayınları.  **2.Ergin, Muharrem.(1996).** Türk Dil Bilgisi. Bayrak Basım Yayım Dağıtım.  **3.Banguoğlu, Tahsin (2000).**Türkçenin Grameri. Ankara: Türk Dil Kurumu Yayınları  **4.İmla Kılavuzu,** Türk Dil Kurumu Yayınları. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, projector, text samples. | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The scope of Turkish Language II: Sentence and Text Analysis course. |
| 2 | The basic elements that make up the sentence: the groups of words and their meaning in terms of frameworks of action. |
| 3 | Elements of sentence. |
| 4 | Types of sentence |
| 5 | Text as the basic unit of communication. |
| 6 | Basic tenets of texts |
| 7-8 | MID-TERM EXAM |
| 9 | Basic tenets of texts, purposeful, contingency |
| 10 | Basic tenets of texts, informational, acceptability. |
| 11 | Selection of texts. |
| 12 | Presentations of student’ groups. |
| 13 | Presentations of student’ groups. |
| 14 | Presentations of student’ groups. |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Pınar GİRMEN

**Signatur Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171414111 | **COURSE NAME** | Geography And Geopolıtıcs Of Turkey |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| 4 | 3 | | 0 | | 0 | | 3 | | 4 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Culture Knowledge** | | | | **Elective Course** | | | | |
| %25 | | %50 | | %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** | | | | | | Turkey's location, boundaries. Iklimi.Türkiye Turkey's rivers and gölleri.Türkiye the soil özellikleri.Türkiye the plant örtüsü.Türkiye in the natural afetler.Türkiye the population coğrafyası.Türkiye the settlement coğrafyası.Türkiye in the tarım.Türkiye on livestock and ormancılık.Türkiye in the sanayi.Türkiye in the ticaret.Türkiye in the turizm.Türkiye the geopolitical importance. | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Teacher candidates to inform about the features of the physical and human geography of Turkey | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Human and economic characteristics of the country uncovering Physical, offers the benefit of people. | | | | | | |
| **COURSE OUTCOMES** | | | | | |  | | | | | | |
| **TEXTBOOK** | | | | | | GÜNGÖRDÜ, E. (2006). Türkiye’nin Coğrafyası. Ankara: Asil Yayın | | | | | | |
| **OTHER REFERENCES** | | | | | | ATALAY, İ. (1997). Türkiye Coğrafyası. İzmir: Ege Üniversitesi Basımevi. DOĞANAY, H. ŞAHİN, C. ÖZCAN, N. (2004). Türkiye Coğrafyası. Ankara: Gündüz Eğitim ve Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Turkey's location, boundaries |
| 2 | Turkey's climate. |
| 3 | Turkey's rivers and lakes |
| 4 | Soil properties in Turkey |
| 5 | Vegetation of Turkey |
| 6 | Natural disasters in Turkey |
| 7-8 | MID-TERM EXAM |
| 9 | Turkey's population geography |
| 10 | Settlement geography of Turkey  agriculture in Turkey |
| 11 | Livestock and forestry in Turkey |
| 12 | Turkey's industria |
| 13 | Turkish trade |
| 14 | tourism in Turkey |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | | | | |

**Dersin Öğretim Üyesi:** Insructor Işın Erdoğan

**İmza**:  **Tarih:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171415116 | **COURSE NAME** | Drama |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 5 | 2 | | 2 |  | | | 3 | 5 | COMPULSORY (X ) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | | **Social Science** |
|  | |  | | | | X | | | | | |  |
| **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** | | | | | Definition and meaning of the concept of drama, the difference from similar terms, history of drama applications for children, the structure and the implementation phases of creative drama, the classification of drama according to the age groups and application area, the environment of creative drama and teacher qualifications, special techniques of creative drama, evaluation of creative drama, developing instructive drama samples appropriate for educational purposes of the area and new samples. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The course of drama allows the participants to review the various social roles and social problems. The individuals get to know themselves by drama, and also drama helps them to understand their capabilities. A basic objective of the drama is the skill of empathy. In other words, the most important one of the goals of drama is a better knowledge of the individual's environment, able to understand the surroundings, and other individuals. DinleyinFonetik olarak okuyun Sözlük | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Through a course in drama, it is aimed to cultivate individuals who are in democratic behavior, who can establish a connection between topics, who are tolerant and sensitive to the community and the arts, who can use the Turkish language effectively, whose communication skills are advanced, who have self-confidence. In addition, the course of drama offers the opportunity for the drama leader to recognize the individuals through various experiences. | | | | | | | |
| **COURSE OUTCOMES** | | | | | To be able to;   * Know the steps of drama. * Apply the stages of the drama. * Know the properties of the drama leader to have and use. * Evaluate the activities of the drama.   Make students to work within the groups.   * Plan activities which make students gain higher level thinking skills. | | | | | | | |
| **TEXTBOOK** | | | | | Üstündağ, Tülay (2002).Yaratıcı Drama Öğretmeninin Günlüğü. Ankara. | | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Eğitmen, A. (1999). Yaratıcı Drama Lideri. Eğitimde Tiyatroda Yaratıcı Drama, *Çağdaş Drama Derneği Bülteni,*2: 14-15.  2. MEB,(2004). İlköğretim Drama 1. Anakara: MEB Yayınevi. 3.Önder, Alev (2006). İlköğretimde Yaratıcı Drama. İstanbul: Morpa Yayınları.  3.San, İ. (1996). Yaratıcılığı Geliştiren Bir Yöntem ve Yaratıcı Birey Yetiştirme Bir Disiplin: Eğitsel Yaratıcı Drama. *Yeni Türkiye Dergisi*, 7: 148-160. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Music player, a variety of music CDs, accessories and gadgets of the daily life. | | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Warm-up exercises and relaxation. |
| 2 | Warm up and relax, play, improvisations (the school environment, peer environment and family environment based on the conflict). |
| 3 | Warm up and relax, play, formation (fairy tale), evaluation. |
| 4 | Warm up and relax, play, formation (idioms and proverbs), evaluationSözlük. |
| 5 | Warm up and relax, play, formation (poetry), evaluation. |
| 6 | Sensory and confidence studies. |
| 7-8 | MID-TERM EXAM |
| 9 | Warm up and relax, play, formation (photo), evaluation. |
| 10 | Warm up and relax, play, formation (of consciousness corridor), evaluation. |
| 11 | Warm up and relax, play, formation (visual reading-visual presentation: objects-emotions) evaluation. |
| 12 | Groups of students’ activities. |
| 13 | Groups of students’ activities. |
| 14 | Groups of students’ activities. |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Pınar GİRMEN

**Signature**: [Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171415112 | **COURSE NAME** | Scıence Teachıng I |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 3 | | 0 | 0 | | | 3 | 4 | COMPULSORY ( X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | |  |  |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts in Science Education, Features of scientific knowledge and scientific process, science and technology literacy, connection of science, technology, society and environment, attitudes toward science, goals of science education, historical devolopment of science education in Turkey and The World, constructivism and science learning, cognitive development and science education,features of science and technology curriculum and relationship with other disciplines, devolopment of scientific process skills and sample applications. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Productivity, creativity, inquiry, sensitivity to social events and environment, critical thinking, problem solving | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course students will be able to;   1. Explain basic concepts related with science and science education 2. Recognize purpose of science education 3. Explain historical development of science education 4. Explain the relationship with science education and constructivist theory 5. Explain the relationship with science teaching and cognitive development 6. Explain features of science and technology curriculum and relationship with other disciplines 7. Design sample activities for developing scientific process skills | | | | | | |
| **TEXTBOOK** | | | | | AYAS, Ali Paşa ve diğerleri (2005). Kuramdan uygulamaya fen ve teknoloji öğretimi, (Ed. Salih ÇEPNİ), Ankara: PegemA yayıncılık | | | | | | |
| **OTHER REFERENCES** | | | | | Doğan, N., Çakıroğlu, J., Bilican, K. Ve Çavuş, S. (2009). Bilimin doğası ve öğretimi, Ankara: PegemA yayıncılıkMEB (2005). İlköğretim Fen ve Teknoloji dersi (4. ve 5. sınıflar) Öğretim programı, Ankara: Milli Eğitim Talim ve Terbiye Kurulu BaşkanlığıNAKİPOĞLU, Cana ve diğerleri (2006). Fen ve Teknoloji Öğretimi (Ed. Mehmet BAHAR), Ankara: PegemA yayıncılıkBailer, J., Ramig, J. E. ve Ramsey, J. M.(2006). Teaching science process skills (Ed. Karen Thompson), USA: Frank Schaffer Publications | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, computer, laboratory equipment | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | General knowledge about course and literature review |
| 2 | Basic concept about science and science education |
| 3 | Historical development of science education |
| 4 | Purposes of science education |
| 5 | Basic features of science and technology curriculum and relationship with other disciplines |
| 6 | Basic features of science and technology curriculum and relationship with other disciplines |
| 7-8 | MID-TERM EXAM |
| 9 | Science education and cognitive development |
| 10 | Science teaching and constructivism |
| 11 | Science teaching and constructivism |
| 12 | Scientific process skills |
| 13 | Designing and representing activities for developing scientific process skills |
| 14 | Designing and representing activities for developing scientific process skills |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Şengül ANAGUN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171415114 | **COURSE NAME** | Life Science Teaching |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 3 | | 0 |  | | | 3 | 4 | COMPULSORY (x ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | |  | | | | |  |
| **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** | | | | | Content of Teaching Life Science course is composed of the historical development of the Life Science course in Turkey, examination of Life Science Curriculum in terms of the characteristics that are acquisition, skills, values​​, concepts, analysis and evaluation, the program themes and distribution of the acquisitions that take place in the program according to classes, basic academic skills in Life Science Teaching, teaching strategies, examples of the use of teaching methods and techniques in Life Science course, the source and material use in Life Science Teaching, sample applications for Life Science Curriculum and the evaluation of classroom activities. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To understand the relationship between the Life Science Course and real life, to know the approach of Life Science Curriculum, To design sample activities for the Life Science Course, to determine the performance task and project work for the Life Science Course, and design scales for those. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | It is aimed to train teachers who have an idea about the approach of the Primary Education Curriculum, have the readiness level foreseen by the program, know the importance of planning, are equipped for the teaching of values​​ and skills, are able to use the alternative assessment approaches. | | | | | | |
| **COURSE OUTCOMES** | | | | | * Explains the purpose, the concept, and the content of the Life Science course. * Recognizes the Life Science Curriculum. * Knows the methods and techniques which may be used in the Life Science course. * Designs sample activities for the Life Science course. * Knows how to design and evaluate performance tasks and project assignments within the scope of the Life Science course. | | | | | | |
| **TEXTBOOK** | | | | | MEB, İlköğretim Hayat Bilgisi Dersi Öğretim Programı Kılavuzu. Ankara, 2006. | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Güngördü, Ersin. **İlköğretimde Hayat Bilgisi ve Sosyal Bilgiler Öğretimi**. Nobel Yayınevi, 2002 2. Öztürk, C. **Hayat Bilgisi ve Sosyal Bilgiler Öğretimi.** Ankara, 2002. 3. Saban, Ahmet. **Öğrenme Öğretme Süreci.** Ankara, 2002. 4. Sönmez ,Veysel. **Hayat Bilgisi ve Sosyal Bilgiler Öğretimi Öğretmen Kılavuzu.** Ankara,2005. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, projection, course materials. | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Planning,. |
| 2 | Historical development of the Life Science course. |
| 3 | Teaching strategies of the Life Science course. |
| 4 | Teaching strategies of the Life Science course. |
| 5 | Examining the curriculum of the Life Science course. |
| 6 | Examining the curriculum of the Life Science course. |
| 7-8 | MID-TERM EXAM |
| 9 | Performance tasks related to the teaching of the Life Science course. |
| 10 | Project tasks related to the teaching of the Life Science course. |
| 11 | Classroom activities |
| 12 | Classroom activities |
| 13 | Classroom activities |
| 14 | Life Science course textbooks |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Pınar GİRMEN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **EMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171415113 | **COURSE NAME** | Teaching Reading And Writing In First Grade |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 3 | | 0 | 0 | | | 3 | 4 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| - | | %15 | | | | %85 | | | | | - |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 15 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 45 |
| **PREREQUIEITE(S)** | | | | | No | | | | | | |
| **COURSE DESCRIPTION** | | | | | Listening, speaking, visual reading and visual presentation, relation between definition and process of learning fields of reading-writing and learning fields, features of Turkish, the effects of these features on first reading and writing, aims and principle of teaching of first reading and writing, basic features of students and teacher of first class in elementary school, the reason of non-productiveness and failure in the teaching of first reading and writing, equipment-tools used in the teaching of first reading and writing (properties and their effects, choosing formation and using of these tools); the methods used in the teaching of first reading and writing, (definitions, features, classifying, applications, advantages and border of methods); sound based sentence method (definition, principles, features, stages and applications), application of teaching of first reading and writing using sound based sentence method stages. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Understand of methods and principles used in teaching reading and writing in first grade; preparing necessary equipment and materials and them to apply; understand of basic methods and techniques used in teaching reading and writing in first grade; use of voice-based sentence method in teaching reading and writing process. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Describes the process of reading and writing. 2. Allows reading and writing purposes. 3. Apply the methods and approaches to reading and writing. 4. Knows the properties of first-grade students' development. 5. Knows the properties of the period of preparation for the teaching of reading and writing. 6. Knows the problems encountered in the teaching of reading and writing. 7. Knows the stages of the teaching method of voice-based sentence | | | | | | |
| **TEXTBOOK** | | | | | Akyol, H. (2010). Türkçe ilk okuma yazma öğretimi. Ankara: Pegem Akademi. | | | | | | |
| **OTHER REFERENCES** | | | | | Aydın Yılmaz, Z. (2009). *Uygulama örnekleriyle ilk okuma yazma öğretimi.* Ankara: Nobel Yayıncılık.  Calp, M. (2010). *İlkokuma yazma öğretimi.* Ankara: Nobel Yayıncılık.  Cemaloğlu, N. ve Yıldırım, K. (2008). *İlk okuma ve yazma öğretimi.* Ankara: Nobel Yayıncılık.  Ferah, A. (2007). *Türkçe ilk okuma-yazmayı öğrenme.* Ankara: Nobel Yayıncılık.  Göçer, A. (2008). *Etkinlik temelli ilk okuma ve yazma öğretimi.* Ankara: Anı Yayıncılık.  Güleryüz, H. (2004). *Türkçe ilk okuma yazma öğretimi.* Ankara: Pegem Akademi.  Güneş, F. (2007). *Ses temelli cümle yöntemi ve zihinsel yapılandırma.* Ankara: Nobel Yayıncılık.  Kesginci, Ş. (2006). *Uygulamalı okuma-yazma öğretimi.* Ankara: Kök Yayıncılık.  Keskinkılıç, K. (2005). *İlkokuma yazma öğretimi.* Ankara: Nobel Yayıncılık.  Kılıç, A. (2003). *Kuramdan uygulamaya ilkokuma yazma öğretimi.* Ankara: Pegem Akademi. Kıroğlu, K. (2011). İlköğretim programları 1-5. sınıflar. Ankara: Pegem Akademi. Pilten, G., Temur, T., Şahin, A. ve Demir, E. (2011). *İlk okuma ve yazma öğretimi.* Ankara: Pegem Akademi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The purposes and principles of the first reading and writing instruction; the basic properties of first-grade’s teachers and students |
| 2 | The stages of the first reading and writing instruction; the first literacy teaching methods |
| 3 | Introduction of Turkish lesson teaching curriculum (the first reading and writing) |
| 4 | The stages of voice-based sentence teaching method |
| 5 | The preparation for first reading and writing and classroom practice. |
| 6 | The start and progress of the first reading-writing; voice teaching (e, l, a, t); classroom practice. |
| 7-8 | MID-TERM EXAM |
| 9 | Voice teaching (i, n, o, r, m); classroom practice. |
| 10 | Voice teaching (u, k, ı, y); classroom practice. |
| 11 | Voice teaching (s, d, ö, b); classroom practice. |
| 12 | Voice teaching (ü, ş, z, ç); classroom practice. |
| 13 | Voice teaching (g, c, p, h); classroom practice. |
| 14 | Voice teaching (ğ, v, f, j); classroom practice. |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Hüseyin ANILAN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171415115 | **COURSE NAME** | Mathematics Teaching I |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | | | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | | **LANGUAGE** | | | |
| 5 | | | 3 | | 0 | 0 | | | 3 | 4 | COMPULSORY ( x) ELECTIVE ( ) | | | | Turkish | | | |
| **COURSE CATAGORY** | | | | | | | | | | | | | | | | | | |
| **Basic Science** | | | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | | | **Social Science** | | | |
| %50 | | | | %50 | | | |  | | | | | | |  | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | | **Evaluation Type** | | | | | **Quantity** | | | **%** | | | |
| Mid-Term | | | | | 1 | | | 40 | | | |
| Quiz | | | | |  | | |  | | | |
| Homework | | | | |  | | |  | | | |
| Project | | | | |  | | |  | | | |
| Report | | | | |  | | |  | | | |
| Others (………) | | | | |  | | |  | | | |
| **FINAL EXAM** | | | | | | |  | | | | | 1 | | | 60 | | | |
| **PREREQUIEITE(S)** | | | | | | |  | | | | | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | | Objectives of mathematics education and basic principles of mathematics education; history of mathematics education; teaching and learning strategies which used in mathematics education, elementary mathematics curriculum scope, purpose and features; major learning theories and their relationships with  mathematics education; significant skills in mathematics education, connections, communication, reasoning and problem solving (strategies, stages, types of problem, etc.); development of number concept, formation of natural numbers and structural features of natural numbers; arithmetic operations. | | | | | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | | The objective of this course is to teach objectıves and principles of mathematics education, basic strategies and methods used in mathematics education to teacher candidate. | | | | | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | |  | | | | | | | | | | | |
| **COURSE OUTCOMES** | | | | | | | 1. To have knowledge about the objectives and basic principles of mathematics education  2. To have knowledge about history of mathematics education  3 .To have knowledge about teaching and learning theories which are used in mathematics education and to able to use these theories  4. To have knowledge about elementary mathematics curriculum.  5. To have knowledge about major learning theories and their relationships with mathematics education.  6. To have knowledge about connections, communication, reasoning and problem solving which are significant skills in mathematics education,  7. To have knowledge about development of number concept.  8.To have knowledge about  teaching of natural numbers and arithmetic operations | | | | | | | | | | | |
| **TEXTBOOK** | | | | | | | BAYKUL, Y. (2009). İlköğretimde Matematik Öğretimi (1-5. Sınıflar), 9. Baskı, Ankara: Pegem A Yayıncılık | | | | | | | | | | | |
| **OTHER REFERENCES** | | | | | | | ALTUN, M. (2005). Matematik Öğretimi, Ankara: Aktüel YayıncılıkBAKİ, A. (2008). Kuramdan Uygulamaya Matematik Eğitimi, Ankara: Harf Eğitim YayıncılıkOLKUN, S., TOLUK UÇAR, Z. (2007). İlköğretimde Etkinlik Temelli Matematik Öğretimi, Ankara: Maya AkademiPESEN, C. (2006). Yapılandırmacı Öğrenme Yaklaşımına Göre Matematik Öğretimi, Ankara: Pegem A Yayıncılık | | | | | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | |  | | | | | | | | | | | |
| **COURSE SYLLABUS** | | | | | | | | | | | | | | | | |
| **WEEK** | | **TOPICS** | | | | | | | | | | | | | | |
| 1 | | Objectives and basic principles of mathematics education | | | | | | | | | | | | | | |
| 2 | | History of mathematics education | | | | | | | | | | | | | | |
| 3 | | Teaching and learning strategies which are used in mathematics education | | | | | | | | | | | | | | |
| 4 | | Elementary mathematics curriculums scope, purpose and features | | | | | | | | | | | | | | |
| 5 | | Major learning theories and their relationships with  mathematics education; | | | | | | | | | | | | | | |
| 6 | | Significant skills in mathematics education: connections, communication, reasoning and problem solving (strategies, stages, types of problem, etc.); | | | | | | | | | | | | | | |
| 7-8 | | Mid-term exam | | | | | | | | | | | | | | |
| 9 | | Development of number concept | | | | | | | | | | | | | | |
| 10 | | Formation of natural numbers and structural features of natural numbers | | | | | | | | | | | | | | |
| 11 | | Teaching of addition in natural numbers | | | | | | | | | | | | | | |
| 12 | | Teaching of subtraction in natural numbers | | | | | | | | | | | | | | |
| 13 | | Teaching of multiplication in natural numbers | | | | | | | | | | | | | | |
| 14 | | Teaching of division in natural numbers | | | | | | | | | | | | | | |
| 15-16 | | FINAL EXAM | | | | | | | | | | | | | | |
| **ID** | **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):** Prof. Dr. Kürşat YENİLMEZ

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171415117 | **COURSE NAME** | Measurement and Evaluation |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 5 | 3 | | 0 | 0 | | | 3 | 5 | | COMPULSORY (X ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
| X | |  | | |  | | | | 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** | | | | | | Halil Tekin, Eğitimde Ölçme ve Değerlendirme, Yargı Yayınevi. | | | | | | |
| **OTHER REFERENCES** | | | | | | M. Fuat Turgut, Yaşar Baykul, Eğitimde Ölçme ve Değerlendirme, Pegem Akademi Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | None | | | | | | |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assit. Prof. Dr. Ümit ÇELEN

**Signature**  **Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| COURSE CODE | 171415118 | COURSE NAME | CLASSROOM MANAGEMENT |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 |  | | | 2 | 4 | COMPULSORY (x ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | |  | | | | |  |
| **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** | | | | | Social and psychological factors that affect student behavior, classroom environment and group interaction, classroom management and discipline development and application of the rules, the use of time in the classroom, classroom organization, Motivation, Communication, starting a new era, creating a positive learning environment, and; Classroom and their ways of dealing with problems encountered in the conduct. | | | | | | |
| **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.bs.). Ankara: Pegem Akademi Yayıncılık.  Şişman, M. ve Turan, S. (Ed). (2011). *Sınıf yönetimi* (8.bs.). 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. | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic Theory and Approaches to management |
| 2 | Determination and Application of Classroom Rules |
| 3 | Classroom Rules Determination and Implementation (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 Interaction 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assist. Prof. Dr. Derya Kılıcoglu

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171416119 | **COURSE NAME** | Early Childhood and Education |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY (x ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | |  | | | | | x |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 25 |
| Quiz | | | | |  |  |
| Homework | | | | | 1 | 25 |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | Students attend classes on a regular basis and are obliged to fulfill the responsibilities of the course. The students do their homework and regular reporting. | | | | | | |
| **COURSE DESCRIPTION** | | | | | Early childhood development stages and the general characteristics of early childhood, effects of early childhood education transition to primary education, early childhood education program, similar and the differences in primary education with early childhood education, preventions to be taken early childhood education | | | | | | |
| **COURSE OBJECTIVES** | | | | | 1.Turkey and the world to explain the basic features of early childhood and preschool education.  2.Definition of pre-school education and to explain purpose, policy, importance and benefits of pre-school.  3. Pre-school to discuss the historical development of education.  4. To explain the basic theories and approaches to early childhood education.  5.Childrens’ cognitive development and language development properties to explain in zero to six years.  6. Childrens’ psychomotor development properties to explain in zero to six years.  7. Childrens’ social development periods to discuss in zero to six years.  8. Childrens’ emotional development properties to understand in zero to six years.  9.Explain the properties of moral development in early childhood.  10. Discuss types of early childhood institutions in Turkey.  11. Pre-school education programs to discuss the similarities and differences with the primary program.  12. Early childhood educations’ physical environment and physical properties compare with primary education.  13.To evaluate preschool education transition to primary education | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Provides instructional planning in accordance with children's development specifications, provides educational activities related to a previous stage of training considering the combination of education, pre-school and primary school teachers discusses what you can do about preparation, the transition to primary school children in the process of alignment makes it easier knowing that the teacher's role and duties, to disruptions in the development of children's diagnoses, understand why it is important pre-school education and discuss with people around, understands the importance of pre-school to primary education, teacher candidate’s becomes aware of familys’ impact on child and necessary steps to take when faced with a negative family states. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course,  1. Students explain to the basic features of in early childhood and preschool education in Turkey and world. **1.1.** Describes the basic features of early childhood and preschool education in Turkey. **1.2.** Describes the basic features of early childhood and preschool education in world. **1.3.** Students evaluates to early childhood and preschool education in Turkey and world. **2.** Students definition of pre-school education and explain purpose, policy, importance and benefits of pre-school.**2.1**. Defines preschool education. **2.2.** Explain the principles of preschool education. **2.3**. Explain the importance and benefits of preschool education. **2.4**. Explain the objectives of preschool education. **2.5.** Explain the importance of social aspects of preschool education. **2.6.** Describes the basic needs of preschool children. **2.7.** Discusses the impact of pre-school child's basic needs in child development. **3.** Discusses the historical development of preschool education. **3.1**. Examines the historical development of preschool education. **3.2.** Discusses historical development of preschool education in Turkey, how they affect today's preschool education. **4.** Explains the basic theories and approaches to early childhood education. **4.1**. Discusses early childhood education as a basis thinkers the contribution of early childhood education. **4.2**. Discusses the effects of shaping the theories of early childhood education on early child education. **5**. Describes cognitive development and language development properties in 0-6 old children. **5.1.** Discuss the differences in the cognitive-development of children between 0-6 age. **5.2.** Discuss the differences in the language-development of children between 0-6 age. **5.3**. Explain cognitive and language development to support what should be done in 0-6 old children. **6**. Explains psychomotor developmental properties of characteristics in 0-6 old children**. 6.1**. Knows periods of psychomotor development of children 0-6 old. **6.2.** Explain psychomotor development to support what should be done in 0-6 old children**. 7.** Explains social developmental properties of characteristics in 0-6 old children **7. 1**.Knows periods of social development of children 0-6 old.**7.2.** Explain social development to support what should be done in 0-6 old children**. 8.** Describes emotional development l properties of characteristics in 0-6 old children**. 8.1.** Discusses mother-father-child interactions impact on attachment styles. **8.2.** Explain social development to support what should be done in 0-6 old children. **9.** Explain periods of moral development and moral development properties in early childhood. **9.1.** Describes and discuss about moral development theories and period in early childhood. **9.2.** Explain social development to support what should be done in early chilhood. **10.** Describes the types of early childhood institutions in Turkey. **11.** Explain features of pre-school education programs**. 11.1.** Discusses pre-school education programs similarities and differences with the primary program. **12**.Describes early childhood education’s physical environment and the features. **12.1.** Early childhood educations’ physical environment and the properties of characteristics compares it with primary education. **13.** Evaluates preschool education transition to primary education. **13.1.** Explain the benefits of the transition to preschool education in primary school**. 13.2.** Discusses the problems encountered preschool education transition to primary education. **13.3.** Discuss role of primary school class teacher in the transition from preschool education to primary education.**13.4.** Discuss the role of family in the transition from primary school. **13.5.** Discuss Pre-school teachers on process of preparation for primary education what it should. | | | | | | |
| **TEXTBOOK** | | | | | Güven, G.; Azkesin, K.E.; Erdiller, Z.B.; Şahin, D.; Ülke-Kürkçüoğlu, B.; Şahin, S.; Bakkaloğlu, H.; Ergül, C.; Çuhadar, S.; Dağlıoğlu, H.E.; Erdoğan, S.; Acer, D.; Şen, M.; Özen, A.; Güler, T. ve Batu, E.S. ( 2010). Early Childhood Education, Ankara: Pegem Akademi Publishing. | | | | | | |
| **OTHER REFERENCES** | | | | | Oktay, A. (1999). Magic Years of Life: Pre-School Period. Istanbul: Epsilon Publishing.Ministry of Education (Ministry of Education). (2006). Preschool Education Program (36-72 months for children). Ankara: Directorate of State Books.Morrison, G. S. ( 2006). Early Childhood Education Today 10th edition, USA: Prentice Hall. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Data show, computers, cameras, chalkboards | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Definition of pre-school education and early childhood education, principles of pre-school education, purpose of pre-school education, significance of pre-school education and the child's basic needs. |
| 2 | Pre-school education in Turkey and world, the similarities and differences |
| 3 | The historical development preschool education in Turkey and the effects in Turkey |
| 4 | Basic approaches to early childhood education |
| 5 | Basic theories of early childhood education |
| 6 | Characteristics of cognitive and language development of children 0-6 old. |
| 7-8 | MID-TERM EXAM |
| 9 | Characteristics of psychomotor cognitive and language development of children 0-6 old. |
| 10 | Characteristics of social development of children 0-6 old. |
| 11 | Characteristics of emotional development of children 0-6 old. |
| 12 | Periods and characteristics of moral development in early childhood |
| 13 | the types of early childhood institutions in Turkey.- Pre-school education programs |
| 14 | Physical environment and characteristics of early childhood education - Transition from preschool education to primary education |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | On the basis of qualifications gained in high education, school teachers understand the basic concepts and the relationships between these concepts. |  |  |  |
| 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. |  |  |  |
| 3 | Have information about recognition techniques to determine students characteristics of development and learning. |  |  |  |
| 4 | Have knowledge about developmental characteristics, learning characteristic and learning difficulties of students. |  |  |  |
| 5 | Ability to use method and techniques in accordance with specifications of personal development of students. |  |  |  |
| 6 | Takes responsibility individual and group works and carry out tasks effectively. |  |  |  |
| 7 | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  |  |  |
| 8 | Makes self assessment. |  |  |  |
| 9 | Have knowledge about concepts, theory and applications of teaching profession, general culture and basic science. |  |  |  |
| 10 | Have ability of technical and pedagogical using for the purpose of information and communication technologies. |  |  |  |
| 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. |  |  |  |
| 12 | Have information about national and international education system, structure and the historical development of the elementary teacher. |  |  |  |
| 13 | Makes relevant people and agencies cooperate for related to field. |  |  |  |
| 14 | Ability to follow and interpret the contemporary issues |  |  |  |
| 15 | Ability to transfer the knowledge that is learned at science to daily life and ability to explain this transference to third persons |  |  |  |
| 16 | Have knowledge about democracy, human rights, social, scientific and professional ethics. |  |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asist. Prof. Dr. Esra DERELİ

**Signature**: [Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171416115 | **COURSE NAME** | Scıence Teachıng 2 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 3 | | 0 | 0 | | |  |  | COMPULSORY ( X) ELECTIVE ( ) | |  |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Concept development process and techniques, Misconceptions about concepts and conceptual change, teaching models, traditional and alternative measurement and  evaluation approaches in science education,   development and presentation sample activity related to science and technology curriculum. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Productivity, creativity, inquiry, sensitivity to social events and environment, critical thinking, problem solving | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course students will be able to;   1. recognize concept development process in science and technology teaching. 2. have competencies to recognize misconceptions of their students. 3. apply teaching models in science teaching 4. apply measurement and evaluation techniques in science teaching 5. design and apply sample activities related with science and technology curriculum. | | | | | | |
| **TEXTBOOK** | | | | | AYAS, Ali Paşa ve diğerleri (2005). Kuramdan uygulamaya fen ve teknoloji öğretimi, (Ed. Salih ÇEPNİ), Ankara: PegemA yayıncılık | | | | | | |
| **OTHER REFERENCES** | | | | | Doğan, N., Çakıroğlu, J., Bilican, K. Ve Çavuş, S. (2009). Bilimin doğası ve öğretimi, Ankara: PegemA yayıncılıkMEB (2005). İlköğretim Fen ve Teknoloji dersi (4. ve 5. sınıflar) Öğretim programı, Ankara: Milli Eğitim Talim ve Terbiye Kurulu Başkanlığı | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, computer, laboratory equipment | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | General knowledge about course and literature review |
| 2 | Concept teaching |
| 3 | Concept development techniques and their applications |
| 4 | Teaching models for science and technology teaching |
| 5 | Teaching models for science and technology teaching |
| 6 | Teaching models for science and technology teaching |
| 7-8 | MID-TERM EXAM |
| 9 | Measurement and evaluation techniques in science teaching |
| 10 | Measurement and evaluation techniques in science teaching |
| 11 | Designing and representing activities for Science and technology curriculum |
| 12 | Designing and representing activities for Science and technology curriculum |
| 13 | Designing and representing activities for Science and technology curriculum |
| 14 | Designing and representing activities for Science and technology curriculum |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ID** | **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):** Assoc. Prof. Dr. Şengül Saime Anagün

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171416118 | **COURSE NAME** | Mathematics Teaching-II |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 3 | | 0 | 0 | | | 3 | 4 | COMPULSORY (x ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| %50 | | %50 | | | |  | | | | |  |
| **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** | | | | | Instruction of fractional numbers; instruction of decimal fractions (operations with decimal fractions); development of geometric thinking in children; instruction of geometry, instruction of measuring and dimensions (length, perimeter, area, volume, time measurements, weighing); instruction of data (tables and graphs); measurement and assessment in mathematics education(multiple measurement and assessment methods and techniques). | | | | | | |
| **COURSE OBJECTIVES** | | | | | The objective of this course is to teach objectives and principles of mathematics education, basic strategies and methods used in mathematics education to teacher candidate. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. To have knowledge about instruction of fractional numbers  2. To have knowledge about instruction of decimal fractions  3. To have knowledge about  development of geometric thinking in children  4. To have knowledge about instruction of 2 and 3 dimensional geometry topics.  5. To have knowledge about instruction of measuring and dimensions.  6. To have knowledge about instruction of data  7.To have knowledge about  measurement and assessment in  mathematics education | | | | | | |
| **TEXTBOOK** | | | | | BAYKUL, Y. (2009). İlköğretimde Matematik Öğretimi (1-5. Sınıflar), 9. Baskı, Ankara: Pegem A Yayıncılık | | | | | | |
| **OTHER REFERENCES** | | | | | ALTUN, M. (2005). Matematik Öğretimi, Ankara: Aktüel YayıncılıkBAKİ, A. (2008). Kuramdan Uygulamaya Matematik Eğitimi, Ankara: Harf Eğitim YayıncılıkOLKUN, S., TOLUK UÇAR, Z. (2007). İlköğretimde Etkinlik Temelli Matematik Öğretimi, Ankara: Maya AkademiPESEN, C. (2006). Yapılandırmacı Öğrenme Yaklaşımına Göre Matematik Öğretimi, Ankara: Pegem A Yayıncılık | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Fractions and properties of fractions |
| 2 | Instruction of operations with fractional numbers |
| 3 | Decimal fractions and properties of decimal fractions |
| 4 | Instruction of operations with decimal numbers |
| 5 | Development of geometric thinking in children |
| 6 | Instruction of geometry |
| 7-8 | MID-TERM EXAM |
| 9 | Teaching of measuring of length and area |
| 10 | Teaching of measuring liquid and volume |
| 11 | Teaching of measuring time and weight |
| 12 | Teaching of data |
| 13 | Measurement in mathematics education |
| 14 | Assessment and grading in mathematics education |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ID** | **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):** Prof. Dr. Kürşat YENİLMEZ

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171416121 | **COURSE NAME** | School Experience |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 1 | | 4 |  | | | 3 | 5 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | x | | | | X | | | | |  |
| **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 students 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 | | | | | Milli Eğitimi Geliştirme Projesi Hizmet Öncesi Öğretmen Eğitimi. YÖK/Dünya Bankası. Ankara. | | | | | | |
| **OTHER REFERENCES** | | | | | Aday Öğretmen Klavuzu. (1999). YÖK/Dünya Bankası Milli Eğitimi Geliştirme Projesi Hizmet Öncesi Öğretmen Eğitimi. Ankara. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 work sheets |
| 6 | Preparation of work sheets |
| 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**:  **Date:**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| COURSE CODE | 171416117 | COURSE NAME | TEACHING SOCIAL STUDIES |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEMESTER | WEEKLY COURSE PERIOD | | | | | | COURSE OF | | | | |
| Theory | | Practice | Labratory | | | Credit | ECTS | TYPE | | LANGUAGE |
| 6 | 3 | | 0 |  | | | 3 | 5 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| COURSE CATAGORY | | | | | | | | | | | |
| Basic Science | | Educational Science | | | | Primary School Teaching  [if it contains considerable design, mark with (√) ] | | | | | Social Science |
|  | | x | | | | X | | | | |  |
| 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 | | | | | Social studies curriculum planning, teaching content editing applications. measurement and evaluation | | | | | | |
| COURSE OBJECTIVES | | | | | Gain recognition and the ability to apply social studies program, teaching techniques and strategies to gain the ability to apply lessons of life information. | | | | | | |
| ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION | | | | | . | | | | | | |
| COURSE OUTCOMES | | | | | 1) comprehend the aims and objectives of Social Studie  2) know about primary Social Studies Curriculum  3) gain knowledge and skills in the use of teaching methods and techniques in teaching Social Studies  4) learn about technological devices and other materials and develops skills in the use of these materials in Social Studies  5) comprehend the measurement and assessment procedures and processes in Social Studies. | | | | | | |
| TEXTBOOK | | | | | 1. TAY, B. ve ÖCAL, A. (ed). (2008). Özel Öğretim Yöntemleriyle Sosyal Bilgiler Öğretimi, Pegem Akademi Yayınları.  2. ÖZTÜRK, C. (2009). Sosyal Bilgiler Öğretimi. Pegem Akademi Yayınları.  3. YETKİN, D ve DAŞCAN, Ö. (2007). İlköğretim Programı Anı Yayıncılık. | | | | | | |
| OTHER REFERENCES | | | | | 1. SAFRAN, M. (ed). (2009). Sosyal Bilgiler Öğretimi. Pegem Akademi Yayınları. | | | | | | |
| TOOLS AND EQUIPMENTS REQUIRED | | | | |  | | | | | | |

|  |  |
| --- | --- |
| COURSE SYLLABUS | |
| WEEK | TOPICS |
| 1 | Social Studies Curriculum |
| 2 | Social Studies Curriculum |
| 3 | Cooperative learning |
| 4 | Cooperative learning |
| 5 | Teaching strategies |
| 6 | Values education |
| 7-8 | MID-TERM EXAM |
| 9 | Teaching of thinking skills |
| 10 | Concept development and teaching |
| 11 | Time and space for teaching skills |
| 12 | Computer-assisted teaching practices |
| 13 | Teaching planning |
| 14 | Measurement and Evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Ismail ACUN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171416120 | **COURSE NAME** | Application of social maintenance |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 1 | | 2 |  | | | 2 | 4 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | x | | | | X | | | | |  |
| **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 | | | | | Preparation of project proposal, to take part in a variety of scientific activities, projects execution. | | | | | | |
| 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 | | | | | 1) recognize problems in the community.  2) try to find solutions to these problems in the community.  3) develop desire for joining community services voluntarily.  4) develop and applies projects aiming to find solutions for societal problems, and evaluates the project results.  5) gain teamwork and collaboration skills in practical projects developed for the community problems. | | | | | | |
| TEXTBOOK | | | | | Coşkun, H. 2009; Topluma Hizmet Uygulamaları, Anı Yayıncılık, Ankara | | | | | | |
| OTHER REFERENCES | | | | | Aday Öğretmen Klavuzu. (1999). YÖK/Dünya Bankası Milli Eğitimi Geliştirme Projesi Hizmet Öncesi Öğretmen Eğitimi. Ankara. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Responsible Members Of Faculty

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171416116 | **COURSE NAME** | Turkish Teaching |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** | |
| 6 | 3 | | 0 | 0 | | | 3 | 5 | COMPULSORY ( X) ELECTIVE ( ) | | Turkish | |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | | **Social Science** |
| - | | %15 | | | | %85 | | | | | | - |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 15 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 45 |
| **PREREQUIEITE(S)** | | | | | No | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Contemporary methods and techniques in Turkish education, developing reading, writing, listening, speaking and understanding skills; diagnosing and removing reading disables; structure of reading texts, teaching informative and story telling texts; reading and writing between texts, meaning from text, questions and questions types related to texts; developing critical thinking by reading and writing, quick reading techniques, instruction of main idea and their methods, aims of reading, types and principles of reading; evaluation of reading, writing, listening, speaking and understanding; analysis of primary Turkish lesson curriculum, connection with other courses, sample activity applications of program. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Recognize the Turkish program of elementary education. Grasp of Turkish teaching methods and techniques. Help student teachers to develop listening, speaking, reading, writing and visual reading and presentation skills. Student teachers will like Turkish and use it properly. Learn to Turkish Teaching. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Student teachers develop listening, speaking, reading, writing and visual reading and presentation skills. 2. Students get sensitivity in enjoying Turkish and using it properly. 3. Gain theoretical and practical knowledge about teaching methods and techniques in Turkish teaching 4. Knows about primary Turkish curriculum and get knowledge about the contents 5. Gains practical skills in applying Turkish curriculum | | | | | | | |
| **TEXTBOOK** | | | | | Akyol, H. (2011). Türkçe öğretim yöntemleri. Ankara: Pegem Akademi. | | | | | | | |
| **OTHER REFERENCES** | | | | | Calp, M. (2010). Özel eğitim alanı olarak Türkçe öğretimi. Ankara: Nobel Yayıncılık.Güneş, F. (2007). Türkçe öğretimi ve zihinsel yapılandırma. Ankara: Nobel Yayıncılık.Kırkıkıç, A. ve Akyol, H. (2009). İlköğretimde Türkçe öğretimi. Ankara: Pegem Akademi.Kıroğlu, K. (2011). İlköğretim programları 1-5. sınıflar. Ankara: Pegem Akademi.Nuhoğlu, M. M. (ed.) (2007). Türkçe öğretimi etkinlikleri. Ankara: Nobel Yayıncılık.Nuhoğlu, M. M. ve Gökkaya, H. (2009). Türkçe öğretimi uygulamaları. Ankara: Nobel Yayıncılık.Nuhoğlu, M. M., Başoğlu, N. ve Kaygancıoğlu, S. (2008). Türkçe öğretiminde ölçme ve değerlendirme. Ankara: Nobel Yayıncılık.Nuhoğlu, M. M., Özsoy, T. ve Aydın, A. (2008). Türkçe öğretiminde materyal tasarımı. Ankara: Nobel Yayıncılık.Öz, M. F. (2011). Uygulamalı Türkçe öğretimi. Ankara: Anı Yayıncılık.Sever, S. (2011). Türkçe öğretimi ve tam öğrenme. Ankara: Anı Yayıncılık.Sever, S., Kaya, Z. ve Aslan, C. (2011). Etkinliklerle Türkçe öğretimi. İzmir: Tudem Yayınları.Ülper, H. (2010). Türkçe ders kitabı çözümlemeleri. Ankara: Pegem Akademi.Ünalan, Ş. (2006). Türkçe öğretimi. Ankara: Nobel Yayıncılık.Yıldız, C. (2010). Kuramdan uygulamaya Türkçe öğretimi. Ankara: Pegem Akademi | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Development of Turkish teaching and Turkish program in elementary education |
| 2 | Contemporary methods and techniques in Turkish instruction; equipments in Turkish instruction |
| 3 | Areas of learning (listening, speaking, reading, writing, visual reading and visual presentation) |
| 4 | Learning process in Turkish instruction and text information |
| 5 | Turkish teaching in the first grades |
| 6 | Turkish teaching in the second grades |
| 7-8 | MID-TERM EXAM |
| 9 | Turkish teaching in the third grades |
| 10 | Turkish teaching in the fourth grades |
| 11 | Turkish teaching in the fifth grades |
| 12 | Grammar teaching in elementary education |
| 13 | Assessment and evaluation in Turkish teaching |
| 14 | Problems and solutions encountered in the Turkish teaching |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Hüseyin ANILAN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171417125 | **COURSE NAME** | Turkish Literature in the Republic Period |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 7 | 2 | | 0 |  | | | 2 | 2 | COMPULSORY (X ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | | x | | | | |  |
| **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** | | | | | General features of the Turkish Literature in the Republican Period, examining the works of this period in terms of the language, culture and message. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The overall objective of this course is to make the students understand and interpret the works within the first and second period of Turkish Literature in the Republican Period and the features of the period together with the features of authors / poets. It is also aimed to make the students have an esthetical pleasure, feel the importance of the value of the art in our lives and introduce them with their own culture. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Through the works of art examined during the course, it is aimed for the students to develop the skills of language, critical perspective, empathy, aesthetics, and creative thinking.. In addition to this, it is also aimed for the students to improve the skills of research, discussion, understanding, evaluation and interpretation. | | | | | | |
| **COURSE OUTCOMES** | | | | | To be able to;  1. Know the general features of the Turkish Literature in the Republican Period.  2. Recognize the leading works and significant authors/poets emerged within the Turkish Literature in the Republican Period.  3. Determine the national and universal culture, thought, and the elements of pleasure within the texts of art  4.Associate the literary texts in terms of themes, language, narrative and meaning with the mentality of the period they were written  5. Discuss, understand, and review the literary texts. | | | | | | |
| **TEXTBOOK** | | | | | Enginün, İnci. Cumhuriyet Dönemi Türk Edebiyatı. Dergâh Yayınları, 2006. | | | | | | |
| **OTHER REFERENCES** | | | | | Baykurt, Fakir, Yılanların Öcü. Remzi Kitabevi.  Güntekin, Reşat Nuri. Eski Hastalık. İnkılâp Yayınevi. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, projector, poetry and film cd. dvd. 's, stories and novels of the period. | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The scope of the course of Turkish Literature in the Republican Period. Determining the novel to be read. |
| 2 | Examining Turkish Literature in the Republican Period based on the poetry of the period. |
| 3 | Monitoring of the film adapted from the novel of the period of Turkish Literature in the Republican Period. |
| 4 | Review and interpretation of the film adapted from the novel of the period of Turkish Literature in the Republican Period. |
| 5 | Review and interpretation of the story belonging to the period of Turkish Literature in the Republican Period. |
| 6 | Review and interpretation of the novel belonging to the period of Turkish Literature in the Republican Period. |
| 7-8 | MID-TERM EXAM |
| 9 | Poetry trends for the period: Beş Hececiler |
| 10 | Poetry trends for the period: Yedi Meşaleciler |
| 11 | Poetry trends for the period: Garip Akımı |
| 12 | Poetry trends for the period: İkinci Yeniler |
| 13 | Poetry recitals prepared by students. |
| 14 | Poetry recitals prepared by students. |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Pınar GİRMEN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **EMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171417123 | **COURSE NAME** | Religious Culture and Ethic Knowledge Education |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 7 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | **Social Science** |
|  | | x | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | | 1 | 50 |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts (religion,culture,ethics), basic principles of Islam, Islam and other religions, relationship between ethics-individual and society, examination of Religious Culture and Ethics Knowledge. | | | | | | |
| **COURSE OBJECTIVES** | | | | | * To give true knowledge about Islam * To think critically about Islam * To give objective approach to religions | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. To know the basic principles of Islam 2. To know basic knowledge of faith, rites and ethics 3. To know life and acts of prophet Muhammed | | | | | | |
| **TEXTBOOK** | | | | | Recai Doğan / Cemal Tosun: İlköğretim 4. ve 5. Sınıflar için Din Kültürü ve Ahlak Bilgisi Öğretimi. Ankara 2002. | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Birth of Islam |
| 2 | Basic principles of Islam |
| 3 | Islam and other religion |
| 4 | Tolerance in Islam |
| 5 | Family and environment in Islam |
| 6 | Rituals in Islam |
| 7-8 | MID-TERM EXAM |
| 9 | Rituals in Islam |
| 10 | Ethics in Islam |
| 11 | Charity in Islam |
| 12 | Prophet and ethics |
| 13 | Life of prophet Muhammed |
| 14 | Family of prophet Muhammed |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | He/She has the ability to use Turkish by rules, effective, properly, and communcate with students |  |  |  |
| 2 | He/She becomes a teacher who depends on Principles and Reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spritual, moral and cultural values, shows awareness of them in teaching profession. |  |  |  |
| 3 | She/he has the pedagogical knowledge in the field and the teaching profession, knows contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  |  |  |
| 4 | She/he is aware towards society, environment, human, artistic and cultural activities, grows students who face the future with confidence, beneficial society, explores, querys, supports lifelong learning. |  |  |  |
| 5 | She/he takes responbility in the field of individual and group studies and carries out task taked effectively. |  |  |  |
| 6 | She/he provides individual and professional development by gaining consciousness of lifelong learning, learns learning. |  |  |  |
| 7 | She/he makes a self assessment. |  |  |  |
| 8 | She/he reaches information in the field by knowing a foreign language at a basic level of social and professional life |  |  |  |
| 9 | She/he has information about concepts, theories and applying related to teaching profession, general knowledge and basic sciences |  |  |  |
| 10 | She/he has ability of using for the purpose of information and communication Technologies technical and pedagogical. |  |  |  |
| 11 | She/he does the most suitable applications and plans into account the developmental characteristics of students, individual differences, subject area and acquisition**s** |  |  |  |
| 12 | She/he has enough information about national and international education system, structure and the historical development of the class teacher. |  |  |  |
| 13 | She/he respects national culture and universal values. |  |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **Assc. Prof. Dr Mizrap Polat**

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171437126 | **COURSE NAME** | Effective Communication |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** | |
| 7 | 3 | | 0 | 0 | | | 3 | 3 |  | | TR | |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | |  | | | | | | **Social Science** |
|  | |  | | | |  | | | | | |  |
| **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** | | | | | 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. | | | | | | | |
| **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 İletişim. Ankara: Anı Yayıncılık.  Dökmen, Ü. (1995). Sanatta ve Günlük Yaşamda İletişim Çatışmaları ve Empati. İstanbul: Sistem Yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

|  |  |
| --- | --- |
| **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 |  |
| 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 Institutions |
| 13 | Problem Solving Methods in Interpersonal Communication |
| 14 | Cognitive, Affective and Behavioral Processes in Effective Communication |
| 15-16 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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): Prof. Dr. Zuhal ÇUBUKÇU**

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171417113 | **COURSE NAME** | Visual Art Teaching |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 7 | 1 | | 2 | 0 | | | 2 | 3 | COMPULSORY **(X)** ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary Mathematics Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
| X | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Recognizing the functions of the mental and emotional aspects of education in the visual arts, graphic development stage to determine students' level of development, children's picture read, according to schedule painting, graphic design, textile design, architectural design and traditional design, drawing and drawing through the visual, auditory, and tactile difference in perception, learning, and development of creativity in the field of art. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Understanding the importance of education and the necessity of Visual Arts. Knowing the properties of children's paintings by linear developmental steps. The teaching of Visual Arts in painting, graphic design, textile design, architectural design and traditional designs through the use of two-and three-dimensional contribute to the development of creativity | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Comprehend the role and importance of art in human life.  Develop artistic creativity.    The original thinking, develop the capacity to produce and test.  To gain the technical knowledge and skills in formal words. | | | | | | |
| **TEXTBOOK** | | | | | Alakuş, A. O. (2009). Sanat eğitimi ve görsel sanatlar öğretimi. (Ed. A. O. Alakuş ve L. Mercin). Ankara: Pegem A Yayıncılık. | | | | | | |
| **OTHER REFERENCES** | | | | | Anderson, T. (2004). Why and how we make art, with implications for art education. Arts Education Policy Review,105(5), 31-38.  Artut, K. (2004). Sanat eğitimi kuramları ve yöntemleri. Ankara: Anı Yayıncılık.  Çakır İlhan, A. (2007). Okulöncesinde sanatlar eğitimi ve drama. Çocukta Yaratıcılık ve Drama.(ss.245-260). Öztürk, A. (Ed.). Eskişehir: Anadolu Üniversitesi AÖF Yayınları.  Darıca, Nilüfer. (1993) "Okulöncesi Dönemde Sanat Eğitimi". 9. YA-PA Okulöncesi Eğitimi ve Yaygınlaştırılması Semineri. Ankara: YA-PA Yayınları.  İşler, A. (2003). “Okulöncesinde Disipline Dayalı Sanat Eğitiminin Uygulanabilirliğinin Kuramsal Temelleri ve Çocuk Gelişimi Açısından Önemi,” Kazım Karabekir Eğitim Fakültesi Dergisi, 8; 35-54. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Description and function of art, visual arts, education, definition and objectives, methods and techniques |
| 2 | The place and importance of art education in contemporary education, art education, elementary school children have brought |
| 3 | Recognizing the functions of visual arts education in the mental and emotional aspects of |
| 4 | Graphical development stage to determine students' level of development |
| 5 | Children's picture, reading, children have some common features seen in paintings |
| 6 | Creativity, the effect of the attitude and qualifications of teachers |
| 7-8 | MID-TERM EXAM |
| 9 | According to schedule painting, graphic design, textile design, architectural design and traditional design  drawing a picture |
| 10 | drawing a picture |
| 11 | Drawing through the differentiation of audio-visual and tactile perception |
| 12 | Methods and techniques of visual art education  application |
| 13 | Applying |
| 14 | Learning and development of creativity in the field of art |
| 15-16 | FINAL EXAM |

**Instructor(s):** Instructor Songül Esin Erol

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171417122 | **COURSE NAME** | TEACHING PRACTICE (I) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 7 | 2 | | 6 | 0 | | | 5 | 8 |  | | TR |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **EducationalScience** | | | | **PrimarySchollTeaching** | | | | | **SocialScience** |
|  | |  | | | |  | | | | | X |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | | Theorics | | | | | 1 | 60 |
| **PREREQUIEITE (S)** | | | | | --- | | | | | | |
| **COURSE DESCRIPTION** | | | | | Lessonplans, preparationandimplementation. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Knowledge andskillsgained in a schoolenvironmentwherestudentteachers can developtotryandwinthespecificationsrequiredbytheprofession. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Gainpracticalfeaturesrequiredbytheprofession | | | | | | |
| **TEXTBOOK** | | | | | ESOGÜ Eğitim Fakültesi İlköğretim Bölümü Öğretmenlik Uygulaması-1 Kılavuzu | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Planning |
| 2 | Preparation of materialwhich is necessaryfordaily 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 formanagingundesirablebehaviours of student. |
| 12 | Practiesandevaluation of prepared plan |
| 13 | Preparingevaluationreportforapplications. |
| 14 | Preparation of portfolio |
| 15-16 | FİNAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 nationalandinternational 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**: Completelycontribution. | | | | |

**Instructor(s) :** Instructors

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | FALL |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171417120 | **COURSE NAME** | Special Education |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 7 | 2 | | 0 | 0 | | | 2 | 5 | | COMPULSORY (X ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
| X | |  | | |  | | | | 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? | | | | | | |
| **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 | | | | | | |

|  |  |
| --- | --- |
| **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 |
| 6 | Learning disabilities-ADHD |
| 7-8 | MID-TERM EXAM |
| 9 | Emotional and behavioral disorders |
| 10 | Autism specturum disorder |
| 11 | Communication disorders |
| 12 | Hearing impairment |
| 13 | Visual impairment |
| 14 | Physical disabilities and low-incedence disabilities, Gifted students |
| 15-16 | Final Exam |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Macid A. MELEKOĞLU

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171417119 | **COURSE NAME** | Guidance |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Laboratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 7 | 3 | | 2 | 0 | | | 3 | 4 | | COMPULSORY ( x ) ELECTIVE () | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | **General Culture Knowledge** | | | | **Elective Course** | | | |
| X | |  | | |  | | | | 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** | | | | | | Basic concepts, student personal services, the place of psychological counseling and guidance in these services, principle and development of guidance, types of guidance and psychological counseling, services, techniques, organization and personnel, new developments, student know techniques, guide-teacher cooperation, guidance duties of teacher. | | | | | | |
| **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. (2007) (Ed.) Rehberlik Ankara: Pegema Yayıncılık.  2.Can, G. (2002)(Ed) Psikolojik Danışma ve Rehberlik Ankara: Pegema Yayıncılık  3. Kuzgun, Y. 2011. Rehberlik ve Psikolojik Danışma Ankara: Nobel Yayın.  4. Gazioğlu, E., Mertol, Ş. (2008) (Ed). Öğretmen ve Öğretmen adayları için Rehberlik, İstanbul: Pegema Yayıncılık.  5.Yeşilyaprak, B. (2005). Eğitimde Rehberlik Hizmetleri, Ankara: Nobel Yayınları | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | - | | | | | | |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Ali ERYILMAZ

[Turnback](#sPrimarySchoolTeaching)



**ESOGÜ Primary Education Department (Primary School Teaching)** **Course Information Form**

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE CODE** | | | 171417124 | | | | **COURSE NAME** | | | | Trafik and First Aid | |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | |
| **Theory** | **Practice** | | **Laboratory** | | | | **Credit** | **ECTS** | | **TYPE** | **LANGUAGE** |
| 7 | 2 | 0 | | 0 | | | | 2 | 2 | |  | TR |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Basic Science** | | | **Educational Science** | | | **Primary Scholl Teaching** | | | | | | **Social Science** |
|  | | |  | | |  | | | | | | X |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (………) | | | | |  | |  |
| **FINAL EXAM** | | | | | Theorics | | | | | 1 | | 60 |
| **PREREQUIEITE (S)** | | | | | --- | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic knowledge about traffic and deseription, objectives of first aid, transportation of sick and wounded and first aid applications in commonsituations. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Teaching the basic knowledge about traffic and first aid to students and to acquire the basic skills of first aid to teacher condidates. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | To raise awareness of traffic and first aid and skills about first aid. | | | | | | | |
| **TEXTBOOK** | | | | | Eğitim Fakülteleri ve Sınıf Öğretmenleri için Sağlık ve Trafik Eğitimi, Şenşekerci E., Türkkan A. Ezgi Kitapevi Yayınları Bursa; 2003. | | | | | | | |
| **OTHER REFERENCES** | | | | | Tüzün M., Taşkın E., Saraç L., Ünal F.g.: İlkyardım. ODTÜ Toplum ve Bilim Merkezi, Ankara; 2009.İlkyardım İçişleri Bakanlığı, Sivil Savunma Genel Müdürlüğü, Ankara; 1992.Trafik ve İlkyardım, Düzgün Yayıncılık, Ankara; 2008.Tiryaki D. İlkyardım El Kitabı. Artı Sağlık Kalite Yayınları, İstanbul; 2007. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Basic educational tools (Application in laboratory if possible). | | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Description and courses of first aid. |
| 2 | Transportation of sick and wounded. |
| 3 | First aid in bleeding. |
| 4 | First aid in burns. |
| 5 | First aid in freeze |
| 6 | First aid in fractures, dislocations and sprains. |
| 7-8 |  |
| 9 | First aid in head travmas. |
| 10 | First aid in intoxication. |
| 11 | Cardiopulmoner resuscitation. |
| 12 | Cardiopulmoner resuscitation. |
| 13 | Traffic education. |
| 14 | General evaluation. |
| 15-16 | FİNAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) :**Prof. Dr. İlhami ÜNLÜOĞLU

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171418129 | **COURSE NAME** | Joint Classes in Elementary Education |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 |  | COMPULSORY ( X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 100 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Concept of joint classes; the importance of teaching in joint classes, revealing the reasons of joint classes; the curriculum structure of joint classes; classroom management in joint classes, planning and evaluating teaching-learning process in joint classes. | | | | | | |
| **COURSE OBJECTIVES** | | | | |  | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **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** | | | | | 1. Köksal, K. (2005) Birleştirilmiş Sınıflarda Öğretim,   Ankara: PegemA Yayıncılık.   1. Erdem, A. R. (2004) **Birleştirilmiş Sınıflarda Öğretim.** Ankara: Anı Yayıncılık.. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | General knowledge about course and literature review |
| 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Türkçeyi kurallarına uygun, düzgün ve etkili kullanabilme ve öğrencilerle sağlıklı iletişim kurabilme becerisine sahip olur |  |  |  |
| 2 | Atatürk İlke ve İnkılâplarına bağlı, demokrasiye ve hukukun üstünlüğüne inanan, Türk milli, manevi, ahlaki ve kültürel değerlerinin bilincinde olan ve bunlara mesleğinde duyarlılık gösteren bir öğretmen olur |  |  |  |
| 3 | Öğretmenlik mesleği ve alanıyla ilgili pedagojik bilgi sahip olur, çağdaş öğretim yöntem ve tekniklerini ve ölçme ve değerlendirme yöntemlerini bilir ve uygular |  |  |  |
| 4 | Topluma, çevreye, insana, sanatsal ve kültürel faaliyetlere ve spora duyarlı olur; topluma faydalı, geleceğe güvenle bakan ve araştıran, sorgulayan ve yaşam boyu öğrenmeyi destekleyen öğrenciler yetiştirir |  |  |  |
| 5 | Alanıyla ilgili bireysel ve grup çalışmalarında sorumluluk alır ve alınan görevi etkin bir biçimde yerine getirir |  |  |  |
| 6 | Yaşam boyu öğrenme bilincini edinerek bireysel ve mesleki gelişimini sağlar, öğrenmeyi öğrenir |  |  |  |
| 7 | Kendi öz değerlendirmesini yapar |  |  |  |
| 8 | Sosyal ve mesleki yaşamında bir yabancı dili temel düzeyde bilerek alanındaki bilgilere ulaşır |  |  |  |
| 9 | Sınıf öğretmenliği alanında öğretmenlik mesleği, genel kültür ve temel bilimlerle ilgili kavram, teori ve uygulama hakkında bilgi sahibi olur |  |  |  |
| 10 | Bilgi ve iletişim teknolojilerini amacına uygun teknik ve pedagojik olarak kullanabilme becerisine sahip olur |  |  |  |
| 11 | Öğrencilerinin gelişim özelliklerini, bireysel farklılıklarını, konu alanının özelliklerini ve kazanımlarını dikkate alarak en uygun öğretim planlamasını ve uygulamasını yapar |  |  |  |
| 12 | Ulusal ve uluslar arası eğitim sisteminin ve sınıf öğretmenliğinin yapısı ve tarihsel gelişimi hakkında yereli bilgiye sahip olur |  |  |  |
| 13 | Milli kültüre ve evrensel değerlere saygı duyar |  |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assoc. Prof. Dr. Sengül Saime ANAGUN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171418131 | **COURSE NAME** | Mainstreaming in Elementary Schools |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 4 | compulsory | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | X | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 35 |
| Quiz | | | | | -- | -- |
| Homework | | | | | -- | -- |
| Project | | | | | 1 | 15 |
| Report | | | | | -- | -- |
| Others (………) | | | | | -- | -- |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | | In order to be able to take the Mainstreaming in Elementary School course, students need to take the Special Education course and be successful in previous semesters. | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts in Mainstreaming; students with special needs in mainstreaming; Assessment in mainstreaming and the process of Individualized Education Program (IEP); Support for non-academic skills in mainstreaming; Support for academic skills in mainstreaming | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to give information to pre-service primary school teachers regarding basic concepts about mainstreaming practices, general practice and recommendations, disability categories and environmental regulations and adaptations. In addition, teacher candidates will learn necessary special adaptations and strategies for successful inclusion practices. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Since the probability of encountering inclusion students is relatively high for primary school teachers, teacher candidates will be informed about teaching methods and techniques and adaptations for students in inclusive classrooms. | | | | | | |
| **COURSE OUTCOMES** | | | | | After completing this course, teacher candidates will learn basic concepts about inclusion practices, general practice and recommendations, disability categories and environmental regulations and adaptations. Besides, pre-service teachers will be informed about necessary special adaptations and strategies for successful inclusion practices. | | | | | | |
| **TEXTBOOK** | | | | | Diken, İ. H. (2010). İlköğretimde Kaynaştırma. Ankara: Pegem Akademi. | | | | | | |
| **OTHER REFERENCES** | | | | | Sucuoğlu, B. ve Kargın T. (2010). İlköğretimde Kaynaştırma Uygulamaları. Ankara: Kök Yayıncılık. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector and computer for lecture presentation | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to inclusion |
| 2 | Family participation in inclusion; intellectual disability, visual disability, hearing disability |
| 3 | Learning disability, attention deficit/hyperactivity disorder, emotional/behavioral disorder |
| 4 | Physical disability, multiple disability, chronic illness; Gifted/talented, speech and language disorder, autism spectrum disorder |
| 5 | Assessment and development of individualized education programs; Cooperation process |
| 6 | Dealing with behavioral problems |
| 7-8 | MID-TERM EXAM |
| 9 | Supporting social skills and social adaption |
| 10 | Supporting communication skills |
| 11 | Reading instruction; Writing instruction |
| 12 | Math instruction |
| 13 | Life sciences and social sciences instruction |
| 14 | Science instruction |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr Macid A. MELEKOĞLU

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

[Turnback](#sPrimarySchoolTeaching)



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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171418130 | **COURSE NAME** | TEACHING PRACTICE (II) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 6 | 0 | | | 5 | 8 | COMPULSORY ( X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | | x | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 100 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Prepare teacher candidates plan to make the application and implementation activities in schools | | | | | | |
| **COURSE OBJECTIVES** | | | | | Preservice teachers in the classroom (the actual classroom setting) to gain teaching skills | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | End of this course students will be able to;  1) develop teaching competences through practicing in various classrooms in practice schools,  2) understand the primary curriculum, evaluate text-books and be able to develop assessment and evaluation skills,  3) develop their teaching skills and knowledge through sharing their experiences gained during teaching practice with other students and with mentors,  4) develop skills and competences in classroom management, planning instruction and application. | | | | | | |
| **TEXTBOOK** | | | | | Eskişehir Osmangazi Üniversitesi Eğitim Fakültesi İlköğretim bölümü Öğretmenlik Uygulaması-II Kılavuzu | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction of the course, introduction of the school |
| 2 | Teaching practice, lesson planning |
| 3 | Teaching practice, lesson planning |
| 4 | Teaching practice, lesson planning |
| 5 | Teaching practice, lesson planning |
| 6 | Teaching practice, lesson planning |
| 7-8 | MID-TERM EXAM |
| 9 | Teaching practice, lesson planning |
| 10 | Teaching practice, lesson planning |
| 11 | Teaching practice, lesson planning |
| 12 | Teaching practice, lesson planning |
| 13 | Teaching practice, preparation of teaching practice file |
| 14 | Teaching practice, preparation of teaching practice file |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | He/She has the ability to use Turkish by rules, effective, properly, and communcate with students | **X** |  |  |
| 2 | He/She becomes a teacher who depends on Principles and Reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spritual, moral and cultural values, shows awareness of them in teaching profession. |  | **X** |  |
| 3 | She/he has the pedagogical knowledge in the field and the teaching profession, knows contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | **X** |  |  |
| 4 | She/he is aware towards society, environment, human, artistic and cultural activities, grows students who face the future with confidence, beneficial society, explores, querys, supports lifelong learning. |  | **X** |  |
| 5 | She/he takes responbility in the field of individual and group studies and carries out task taked effectively. | **X** |  |  |
| 6 | She/he provides individual and professional development by gaining consciousness of lifelong learning, learns learning. | **X** |  |  |
| 7 | She/he makes a self assessment. | **X** |  |  |
| 8 | She/he reaches information in the field by knowing a foreign language at a basic level of social and professional life |  |  | **X** |
| 9 | She/he has information about concepts, theories and applying related to teaching profession, general knowledge and basic sciences | **X** |  |  |
| 10 | She/he has ability of using for the purpose of information and communication Technologies technical and pedagogical. |  | **X** |  |
| 11 | She/he does the most suitable applications and plans into account the developmental characteristics of students, individual differences, subject area and acquisition**s** |  | **X** |  |
| 12 | She/he has enough information about national and international education system, structure and the historical development of the class teacher. | **X** |  |  |
| 13 | She/he respects national culture and universal values. |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** **):** **Responsible Academician of faculty**

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171316116 | **COURSE NAME** | Turkish Educational System and School Management |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** |
| 6 | 2 | | 0 | | 0 | | 2 | | 4 | COMPULSORY (X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **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 İnsan 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** | | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Prof. Dr. Cemil YÜCEL

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171418113 | **COURSE NAME** | Turkish Educational History |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 |  | | | 2 | 4 | COMPULSORY ( x) ELECTIVE ( ) | | Turkish |
| **COURSE CATEGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Science Education**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | %70 | | | |  | | | | | %30 |
| **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** | | | | | 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. | | | | | | |
| **COURSE OBJECTIVES** | | | | | 1. to analyze educational policies 2. to recognize the special problems of the Turkish education system 3. Educational planning and social mobility, to examine educational system and the major management problems 4. to identify the key issues related to education 5. to analyze the results of the main problems related to education and resources 6. to see the dimensions of problems related to education, social, cultural, political, economic, psychological, philosophical, managerial, technological and so on. 7. to use the scientific method for detecting and solving problems related to education, 8. to solve problems and develop recommendations related to education-oriented projects | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of the course students should be able to:   1. Understand basic issues in educational systems in Turkey and around the world. 2. Understand historical and legal foundations of Turkish educational system. 3. Understand the structure of Turkish educational system. 4. Know subsystems of Turkish educational system. 5. Identify educational issues and provide alternative solutions to them. 6. Provide and develop projects related to issues in education. | | | | | | |
| **TEXTBOOK** | | | | | Ada, S. & Baysal, Z. N. (2009). Çeşitli yapıları ve yönetimleri açısından çeşitli ülkelere bir bakış. Pegem yayınları. Ankara.  Ada, S. & Baysal, Z. N.(2010) Türk Eğitim Sistemi ve okul yönetimi, Pegem Akademi yayınları. Ankara.  Apple, M. W. (2006). Eğitim ve iktidar.. (Çev: Ergin Bulut).Kalkedon yayınları.İstanbul.  Balcı, A. (ed.) (2009). Karşılaştırmalı eğitim sistemleri. Pegem Yayınları, Ankara.  Babüroğlu, O. N. (ed.) (2003). Eğitimin geleceği. Üniversitelerin ve eğitimin değişen paradigması. Sabancı Üniversitesi yayınları. İstanbul.  Bourdieu, P. (1990). Reproduction in education, society and culture. Sage publication, London.  DPT. Kalkınma Planları | | | | | | |
| **OTHER REFERENCES** | | | | | Hoy, W.K. & Miskel, G. C. (2010) Eğitim yönetimi, teori, araştırma ve uygulama. (Turan, S. çeviri ed.). Nobel Yayın Dağıtım. Ankara.  Kaya. Y. K. (1993). İnsan yetiştirme düzenimiz. Yeni bir bakış Bilim yayınları, Ankara.  MEB. Hükümet Programlarında Eğitim  MEB. Kalkınma Planlarında Eğitim.  Olssen, M.& Codd, J. (2004). Education policy: globalization, citizenship and democracy. Sage publication. London  Şişman, M. & Taşdemir, İ. (2008). Türk eğitim sistemi ve okul yönetimi, Pegem Akademi yayınları, Ankara.  Shor , I. & Pari, C. (ed. ) (1999). Education is politics. Critical teaching across differences, K-12: United States. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. İsmail ACUN

**Signature**:  **Date**

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171418120 | **COURSE NAME** | Applications for Developing Environmental Awaerness |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY ( ) ELECTIVE ( x) | |  |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | | x | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | | 1 | 50 |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 50 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | The concept of environment, environmental awareness, the importance of environmental awareness in elementary education, definition of projects, types of projects, features of projects, criterions to be taken into consideration for selecting the projects, contributions of projects for learning, process of project development, teacher roles in project studies, samples for studies of project development | | | | | | |
| **COURSE OBJECTIVES** | | | | | To be able to develop a project appropriate for primary school students | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To be able to plan studies appropriate for the area | | | | | | |
| **COURSE OUTCOMES** | | | | | To be able to;  1.Know the basic concepts related to the environment and meanings of those  2. Comprehend the importance of gaining environmental awareness  3. Explain the concept of project  4.Know the types of project  5. Determine the criteria to take care of selecting the Project  6.Analyze the contributions of project studies to learning in the process of primary education  7.Know the teacher roles at project studies  8. Design a sample project  9. Present the designed project | | | | | | |
| **TEXTBOOK** | | | | | Edigar, Marlow.“Project Methods in the Social Studies”, **College Student Journal,** 31;3: 418-423, 1997. | | | | | | |
| **OTHER REFERENCES** | | | | | Erdem Mukaddes ve Buket Akkoyunlu. ( Haziran, 2002). “Sosyal Bilgiler Kapsamında Beşinci Sınıf Öğrencileriyle Yürütülen Ekiple Proje Tabanlı Öğrenmenin Etkililiği Üzerine Bir Çalışma”, **İlkögretim-Online.** 2-2, URL:http://www.ilkogretim-online.org.tr/. Erişim Tarihi: 20.10.2002. Saban, Ahmet. Öğrenme Öğretme Süreci: Yeni Teori ve Yaklaşımlar. Ankara: Nobel Yayın Dağıtım, 2000 Aydoğdu, M. Ve Gezer, K. (2006). Çevre Bilimi, Ankara: anı Yayıncılık. Yücel, A. Seda ve F. İnci Morgil. “Çevre Eğitiminin Geliştirilmesi”, BAÜ Fen Bilimleri Enstitüsü Dergisi, 1 (1), 1999 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, Projector | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The concept of environment, environmental awareness, the importance of gaining environmental awareness in primary education, |
| 2 | Definition of the project, types of project, features of project, |
| 3 | Criterions to be noted for selecting the project |
| 4 | Contributions of project studies for learning, |
| 5 | The process of project development |
| 6 | The teachers roles in project studies |
| 7-8 | MID-TERM EXAM |
| 9 | Sample project development studies |
| 10 | Sample project development studies |
| 11 | Sample project development studies |
| 12 | Presentation of the projects |
| 13 | Presentation of the projects |
| 14 | Presentation of the projects |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Şengül Saime ANAGÜN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171418124 | **COURSE NAME** | Alternative Evaluation Approaches in Primary School Teaching |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY ( ) ELECTIVE ( X ) | |  |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts related to measurement and evaluation of the assessment objectives, the traditional measurement and evaluation tools and their limitations, alternative approaches to evaluation, development and implementation of evaluation tools. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Alternative assessment approaches used in the teaching-learning process of the students to inform and provide experience for | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | To know the basic concepts of mensuration  To know the basic concepts of evaluation  To understand properties of assessment tools  Understand the properties of assessment tools  To gain ability to select assessment tools  Gaining the ability to effectively use assessment tools | | | | | | |
| **TEXTBOOK** | | | | | Korkmaz, H.(2004). **Fen ve Teknoloji Eğitiminde Alternatif**  **Değerlendirme Yaklaşımları*.*** Ankara: Yeryüzü Yayınevi. | | | | | | |
| **OTHER REFERENCES** | | | | | MEB (2005). İlköğretim Programları, Ankara: Milli Eğitim Yayınları. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts related to assessment and evaluation |
| 2 | Theoretical foundations of assessment and evaluation |
| 3 | Traditional approaches to assessment and evaluation |
| 4 | Alternative approaches to assessment |
| 5 | Approaches to assessment and evaluation in primary education program |
| 6 | Approaches to assessment and evaluation in primary education program |
| 7-8 | MID-TERM EXAM |
| 9 | Traditional approaches of assessment: written, oral inspection, testing, open-ended questions  Alternative approaches to assessment: Performance evaluation |
| 10 | Alternative approaches to assessment: Concept maps, meaning analysis table, the word network |
| 11 | Alternative approaches to assessment: Fishbone, structured grid |
| 12 | Alternative approaches to assessment: poetry writing, preparation of posters and banners |
| 13 | Measuring teachers 'and parents' roles in the evaluation |
| 14 | Measuring student roles in evaluation |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr Sengül Saime ANAGUN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171418123 | **COURSE NAME** | LEARNING TO LEARN |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 |  | | | 2 | 4 | COMPULSORY ( ) ELECTIVE (x ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | | X | | | |  | | | | |  |
| **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** | | | | | 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   1. **ad**     1. profession    2. career    3. job    4. vocation    5. trade    6. calling    7. racket    8. ism    9. metier    10. walk of life    11. path    12. avocation    13. game    14. shop 2. **sıfat**     1. professional | | | | | | |
| **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, Bekir.** “Öğrenmeyi Öğretme”. **Öğretimde Planlama ve Değerlendirme.** Editör: Mehmet Gültekin. Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, 161-174, 2001 | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Sağlam, Mustafa. “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 1999 ss17-35.  2. Somuncuoğlu, Y. ve Ali Yıldırım. “Öğrenme Stratejileri: Teorik Boyutları, Araştırma Bulguları ve Uygulama İçin Ortaya Koyduğu Sonuçlar” Eğitim ve Bilim. 1990.  3. Yüksel, S. ve Edip Koşar. “Eğitim Fakültesi Öğrencilerinin Çalışırken Kullandıkları Öğrenme Stratejileri” Çağdaş Eğitim. 278, 29-36, 2001. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer, projection, ppt presentations on models of learning styles and learning strategies, learning styles inventories. | | | | | | |

|  |  |
| --- | --- |
| **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 | MID-TERM EXAM |
| 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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):** Assoc. Prof. Dr. Pınar GİRMEN

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

[Turnback](#sPrimarySchoolTeaching)



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

|  |  |
| --- | --- |
| **SEMESTER** | Spring |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171414118 | **COURSE NAME** | Current Problems in Primary School Teaching |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 8 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY ( ) ELECTIVE (X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
| **Basic Science** | | **Educational Science** | | | | **Primary School Teaching**  [if it contains considerable design, mark with (√) ] | | | | | **Social Science** |
|  | |  | | | |  | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| Mid-Term | | | | | 1 | 40 |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | Teaching by class structure, class teaching by features of teaching by class, classroom teaching by problems (legal, political, social, economic, cultural, geographical, etc.)., Short-and long-term solutions for the problems in our country, state and initial teacher training of primary school teachers, employment and in-service training. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Teacher candidates realize Primary school teachers' fundamental and current issues with a scientific perspective to offer solutions to problems | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | |
| **COURSE OUTCOMES** | | | | | Becerirlini students to develop critical and creative thinking, problem solving, decision-making | | | | | | |
| **TEXTBOOK** | | | | | Öğretmen Yetiştirme ve Eğitim Fakülteleri (1982-2007) (Öğretmenin Üniversitede Yetiştirilmesinin Değerlendirilmesi) Yükseköğretim Kurulu Yayını, Ankara, 2007.  Küçükahmet, L. (1989). Öğretim İlke ve Yöntemleri, 3. Bas., Ankara: Gazi Ün. Yay.:137, s. 122-124.  Baţar, H. (1995). Öğretmenlerin Değerlendirilmesi 2. Bas., Ankara: Pegem Yay.:20, s.8.  Özyürek, M. (1997). Sınıfta Davranış Yönetimi Uygulamalı Davranış Analizi I, Ankara: Karatepe Yayınları, s.9. | | | | | | |
| **OTHER REFERENCES** | | | | | Küçükahmet, L. (1989). Öğretim İlke ve Yöntemleri, 3. Bas., Ankara: Gazi Ün. Yay.:137, s. 122-124.  Baţar, H. (1995). Öğretmenlerin Değerlendirilmesi 2. Bas., Ankara: Pegem Yay.:20, s.8.  Özyürek, M. (1997). Sınıfta Davranış Yönetimi Uygulamalı Davranış Analizi I, Ankara: Karatepe Yayınları | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, computer, laboratory equipment | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Classroom teacher teacher training |
| 2 | Class fundamental problems öğretmenliğindeki |
| 3 | The difficulties encountered in the class öğretmenliğindeki |
| 4 | Class Teacher and the problems of pre-service education |
| 5 | Classroom teaching and information and communication technologies |
| 6 | Class öğetemnliğinde problems with the use of technology |
| 7-8 | MID-TERM EXAM |
| 9 | Students are divided into groups to identify a problem in the primary school teacher  Analysis of data collected leaving groups  Overall rating |
| 10 | Data collection instruments for the determination of the issue allocated to groups |
| 11 | Data collection |
| 12 | Data collection |
| 13 | Analysis of data collected leaving groups |
| 14 | for the problems of the groups |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ID** | **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):** Assoc. Prof. Dr. Hüseyin ANILAN

**Signature**: [Turnback](#sPrimarySchoolTeaching)