** ESOGÜ Faculty of Education Primary Education Department (Preschool Teaching Program)**   
 **Course Informatıon Form**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171916019 | **COURSE NAME** | PARENT EDUCATION AND PARTICIPATION |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 6. | 2 | |  |  | | | 2 | 4 | | COMPULSORY ()  ELECTIVE (X ) | | TURKISH |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 30 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 30 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Final-Term | | | | | |  | 40 |
| **PREREQUIEITE(S)** | | | | | No the prerequisite of lesson. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Basic concepts about family education, ,the importance, objectives and principles of family education, family education models; family theories (Family System Theories, Social Theory, Bioecological Theory, Structural Functional Theory); family education practices in Turkey and in other countries; planning family training activities, application and evaluation; methods and techniques used in family education; family participation studies (family communication activities, participation in educational activities of the family, individual interviews, home visits); 0-36 month Educational Program for Children and Integrated Family Support Education Guide (EBADER) and School Examination of pre-education program and Integrated Family Support Education Guide (OBADER) | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to ensure general knowledge about family education and to gain a perspective about family education and parent involvement. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Describe the importance of family in early childhood education  2. Explain parent education activities and their importance as a part of parent participation activities..  3. Volunteer improving skills that are necessary for communicating with parents..  4. Be aware of the methods of creating family-friendly school atmosphere and of increasing family volunteering.  5. Plan parent education programs in accordance with early childhood education and care.  6. Examine and assess parent education programs in Turkey and in the world. | | | | | | | |
| **TEXTBOOK** | | | | | Aral N. , Aksoy, B. A., Ünal F., Arabacı N., Kılınç F. E., Kıldan O., Dere Çiftçi H., Cingi A. (2015). Aile Eğitimi ve Katılımı. (Ed. Ayşe Belgin Aksoy) içinde Her Yönüyle Okul Öncesi Eğitim. Ankara: Hedef Cs Basın Yayın | | | | | | | |
| **OTHER REFERENCES** | | | | | Arnas Aktaş,Y. (2016).Aile Eğitimi Ve Okul Öncesinde Aile Katılımı. Vize Yayıncılık, Ankara.  Baltaş, A. (2009). Ana-Baba El Kitabı, Remzi Kitabevi, İstanbul  Cavkaytar, A., Ardıç, A., Özbey, F., Sönmez, M., Özdemir, O., Ve Aksoy, V. (2010). Özel Eğitimde Aile Eğitimi Ve Rehberliği. (Ed. Atilla Cavkaytar). Maya Akademi Yayınları. Ankara  [Cömert](http://www.idefix.com/kitap/dilfuruz-comert/urun_liste.asp?kid=209839) , D.& Erdem, E. ( 2013*). Erken çocukluk döneminde aile katılım etkinlikleri.* Ankara: Eğiten Kitap Yayınları  Çağdaş, A. ve Seçer, Z.Ş. (2011). Anne-Baba Eğitimi. Eğiten Kitap. Ankara: 49-67.  Duman, N.(2010). *Okul aile işbirliği aileler okula gidiyor.* İstanbul: Morpa Yayınları  Gordon, T. (2010) . *Etkili anne- baba eğitimi ailede iletişim dili*. Ankara: Sistem Yayıncılık.  Gordon, T.(2009). (Çev, Hale Vardar), Etkili Anne-Baba Eğitiminde Uygulamalar, Profil Yay. İstanbul.  Güler T.( 2011) "Okul öncesi dönemde ailenin önemi ve okul aile işbirliği", *Okul Öncesi Eğitime Giriş;* Ed: Gelengül Haktanır . Ankara: Anı Yayıncılık.  Güler, T. (2010). *Anne- baba eğitimi.* Ankara: Pegem Akademi Yayınları  Peker, H.& Yavuz, K.E (2014). *Aile eğitim seti.* İstanbul: Timaş Yayınları.  T.C. Millî Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü(2013) Okul Öncesi Eğitim Programı İle Bütünleştirilmiş Aile Destek Eğitim Rehberi (Obader).  T.C. Millî Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü(2013). 0-36 Ay Çocukları İçin Eğitim Programı İle Bütünleştirilmiş Aile Destek Eğitim Rehberi (Ebader) Eğitimci Kitabı.  Temel, Z. F. (2015). Aile Eğitimi ve Erken Çocukluk Eğitiminde Aile Katılım Çalışmaları. Anı Yayıncılık, Ankara.  Tezel Şahin, F. ve Özyürek, A. (2010). Anne Baba Eğitimi Ve Okul Öncesinde Aile Katılımı, Morpa Yayınları.  Üstün, E.; Haktanır, [G.](http://www.idefix.com/kitap/gelengul-haktanir/urun_liste.asp?kid=64791) & Ural [O.(2013).](http://www.idefix.com/kitap/ozana-ural/urun_liste.asp?kid=111334) *Aile eğitimi ve erken çocukluk eğitiminde aile katılım çalışmaları.* Ankara: Anı Yayıncılık | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Basic concepts of family education |
| 2 | The importance of family education, goals, principles, models of family education |
| 3 | Family theories (Family System Theories, Social Relationship Theory) |
| 4 | Family theories (Bioecological Theory, Structural Functional Theory) |
| 5 | Family education practices in Turkey and in other countries |
| 6 | Planning, implementing and evaluating family education activities; methods and techniques used in family education; family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits) |
| 7-8 | MID-TERM EXAM |
| 9 | Planning, implementing and evaluating family education activities; methods and techniques used in family education; family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits |
| 10 | Planning, implementing and evaluating family education activities; methods and techniques used in family education; family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits |
| 11 | Planning, implementing and evaluating family education activities; methods and techniques used in family education; family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits |
| 12 | Planning, implementing and evaluating family education activities; methods and techniques used in family education; family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits |
| 13 | Examination of Family Support Training Guide (EBADER) Integrated with Education Program for 0-36 months Children |
| 14 | Review of Integrated Family Support Training Guide (OBADER) with Preschool education program |
| 15,16 | FINAL EXAM |

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

**Instructor(s):** Associate Prof. Dr.

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