**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** |  |

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| **COURSE CODE** | 171916018 | **COURSE NAME** | Preschool Education in Different Countries |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
|  | 2 | | 0 | 0 | | | | 2 | 4 | | COMPULSORY ()  ELECTIVE ( X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | 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** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Investigation of pre-school education program, Preschool education practices in Europe I (Montessori Approach; Project Approach); Preschool education practices in Europe II (Portage Approach in Early Childhood Education; Family Education applications); Preschool education practices in Europe III ( Child-to-Child Approach in Education; High Scope Approach) ; Preschool education practices in Europe IV( Reggio Emilia Approach, Head Start Approach, Outdoor Education); Preschool education practices in Europe V ( Waldorf Approach; Bank Street Approach); Preschool education practices in Europe VI (Summer Hill Approach; Netherlands Opstop Approach);Family involvement in Europe preschool education; Mainstreaming of special needs children in Europe preschool education; Mainstreaming of special needs children in Asian preschool education; Preschool teacher training in European and Asian countries. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The purpose of this course is to ensure general knowledge about pre-school education programs, models, approaches, family involvement, mainstreaming and preschool teacher training in turkey and abroad and to gain a perspective about preschool pre-school education program, models and approaches. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | Having knowledge about the definition, scope of preschool education programs.  2. Understanding the importance of pre-school education programs.  3. Having knowledge about implemented pre-school education programs in Turkey.  4.Having knowledge about preschool education programs, models and approaches in abroad.  8. Comparison of implemented pre-school education programs, models and approaches in abroad countries with Turkey. | | | | | | | |
| **TEXTBOOK** | | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | | **Temel, F. ( 2011). *Erken Çocukluk Eğitiminde Yaklaşımlar ve Programlar*. Ankara: Vize Yayıncılık**  Başal, H. A. (2011). *Okul Öncesi Eğitiminde Uygulanan Farklı Modeller*. Bursa: Dora Yayıncılık  Köksal-Akyol, A. (2014) *Erken Çocukluk Eğitiminde Proje Yaklaşımı ve Uygulanmış Proje Örnekleri.* Ankara: Anı Yayıncılık.  MEB (Komisyon). (2013). *Milli Eğitim Bakanlığı.Temel Eğitim Genel Müdürlüğü Okul Öncesi Eğitimi Programı.* Ankara: MEB.  Oktay, A. (2011). *Yaşamın Sihirli Yılları: Okul Öncesi Dönem.* İstanbul: Epsilon Yayınları  Fazlıoğlu, Y. ( 2011). *Erken Çocukluk Gelişimi ve Eğitimi*. İstanbul: Kriter Yayıncılık.  Başal, H.A.(2013). *Okul öncesi Eğitime Giriş*.İstanbul: Ekin Basım Yayın. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Investigation of Pre-School Education Program in Turkey |
| 2 | Approach Preschool Education Practices in Europe I (Montessori Approach; Project Approach); |
| 3 | Preschool Education Practices in Europe II (Portage Approach In Early Childhood Education; Family Education Applications) |
| 4 | Preschool Education Practices in Europe III ( Child-To-Child Approach In Education; High Scope Approach) |
| 5 | Preschool Education Practices in Europe IV( Reggio Emilia Approach, Head Start Approach, Outdoor Education |
| 6 | Preschool Education Practices in Europe V ( Waldorf Approach; Bank Street Approach); |
| 7-8 | MID-TERM EXAM |
| 9 | Preschool Education Practices in Europe VI (Summer Hill Approach; Netherlands Opstop Approach); |
| 10 | Family Involvement in Europe Preschool Education; |
| 11 | Mainstreaming of Special Needs Children in Europe Preschool Education |
| 12 | Preschool Education Practices in Asian Countries  Family Involvement in Asian Preschool Education |
| 13 | Mainstreaming of Special Needs Children in Asian Preschool Education; |
| 14 | Preschool Teacher Training in European and Asian Countries. |
| 15,16 | FINAL EXAM |

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

**Instructor(s):**

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