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

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 171911016 | **COURSE NAME** | Introduction to Preschool Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| I | 3 | 0 | 0 | 3 | 5 | COMPULSORY (X)ELECTIVE ( ) | 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 | 30 |
| 2nd Mid-Term |  |  |
| Quiz |  |   |
| Homework | 1 | 20 |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** | Homework- Project | 1 | 50 |
| **PREREQUIEITE(S)** | - |
| **COURSE DESCRIPTION** | The definition of pre-school education, scope and importance in pre-school, fundamental views in preschool , characteristics of pre-school teachers and pre-school teacher training, the main characteristics of pre-school children and requirements, the basic principles of pre-school education, pre-school education in various countries, physical and educational environment of pre-school education, pre-school education and the mass media, the importance of family in pre-school and school-family collaboration in the preschool education, pre-school education activities outside the classroom, types of pre-school education and the last status pre-school education in Turkey and over the world. |
| **COURSE OBJECTIVES** | The purpose of this course is to ensure general knowledge about preschool educational science to teacher candidates and to gain a perspective about preschool teaching as a profession. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | To have basic knowledge about preschool education, preschool teacher education, and preschool education environments. |
| **COURSE OUTCOMES** | 1. Having knowledge about the basic concepts of preschool education and their meanings.2. Understanding the importance of pre-school education and the principles. 3. Understanding the properties of teaching profession and preschool teacher.4. Understanding the main roles of preschool teachers in the classroom, in the school and in the environment.5. Having knowledge about basic views on preschool education 6. Having knowledge about physical and educational environment of the pre-school.7. Comparison of pre-school education applications in different countries with Turkey. 8. Understanding the importance of family in preschool and having knowledge about how to ensure school-family collaboration.9. Having knowledge about preschool activities outside the classroom.  |
| **TEXTBOOK** | Haktanır, G. (2018). *Okul Öncesi Eğitime Giriş.* Ankara: Anı Yayıncılık.Uyanık- Balat, G.( 2012). *Okul Öncesi Eğitime Giriş.* Ankara: Pegem Akademi Yayınları. |
| **OTHER REFERENCES** | Demiriz, S., Karadağ, A. ve Ulutaş, İ. (2015). *Okul Öncesi Eğitim Kurumlarında Eğitim Ortamı ve Donanım.* Ankara: Anı Yayıncılık.Ekiz, D. (2013*). Okul Öncesi Eğitime Giriş.* İstanbul: Lisans Yayıncılık. |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and data show |

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| **Course Syllabus** |
| **Week** | **Topıcs**  |
| 1 |  Definition, Scope and Importance of Preschool Education  |
| 2 |  Basic Principles of Pre-School Education |
| 3 |  Fundamental Views about Pre-School Education |
| 4 |  Features of Pre-School Teachers and Teacher Training in Preschool Education.  |
| 5 |  Preschool Education in Various Countries |
| 6 |  Preschool Children's Basic Development Characteristics and Requirements |
| 7-8 | MID-TERM EXAM |
| 9 |  Physical Environments of Pre-school Education Institutions |
| 10 |  Educational Environments of Pre-school Education Institutions |
| 11 |  The Importance of Family in Preschool Education and School Family Collaboration |
| 12 |  Preschool Education and Mass Media |
| 13 |  Outside the classroom Activities in Preschool Education |
| 14 |  Types of pre-school institutions and the last status of pre-school in Turkey and over the world  |
| 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 |
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**Instructor(s):**

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