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

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| **SEMESTER** | Spring  |

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| **COURSE CODE** | 171914011 | **COURSE NAME** | Drama in Early Childhood Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| IV.  | 2 | 0 | 0 | 2 | 2 | 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 | 40 |
| 2nd Mid-Term |  |  |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** | Homework- Project | 1 | 60 |
| **PREREQUIEITE(S)** |  |
| **COURSE DESCRIPTION** | During the course, the definition of drama, history, importance, objectives, drama, relationship with the other arts of drama, the differences between drama and theater techniques used in drama (pantomime, role playing, dramatization, improvisation, photography, narrative, stories, poems, creating rhymes and so on. ), drama teacher's role, participants in the drama, drama, stage, preparation of drama in education environments, implementation and evaluation will be discussed. |
| **COURSE OBJECTIVES** | This course aims to recognize the individual characteristics through creative drama, to distinguish individual differences, to understand the properties of creative drama, be able to plan and implement creative drama activities.  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | Plans and applies drama activities suitable for early childhood children. |
| **COURSE OUTCOMES** | 1. .Having knowledge about the defition creative drama , and the importance of creativite drama. 2. Having knowledge about the developed to suitable drama activities for pre-school age children3. Prepareing to plan creative drama activities according preschool children.4. Appication of drama activities according preschool children. 5. Evaluation of activities drama according preschool children.  |
| **TEXTBOOK** | Köksal-Akyol, A. (2018). Okul Öncesi Eğitimde Drama. Ankara: Hedef CS  |
| **OTHER REFERENCES** | Gönen, M.& Dalkılıç, N.U.(2017). Çocuk Eğitiminde Yaratıcı Drama. Ankara: Eğiten KitapÜstündağ, T. (2016). *Yaratıcı drama öğretmenin günlüğü*. Ankara: Pegem Yayıncılık.Köksal- Akyol (2013). *İlköğretimde drama*. Ankara: Kriter Yayınları. Ömeroğlu, E., Ersoy, Ö., Tezel- Şahin, F., Kandır, A. ve Turla A. (2010). *Okul öncesi eğitimde drama*. Ankara: Kök Yayıncılık.Kama, G., ve Sarıyüce, Z.(2013). *Okul öncesi çocuklarla drama*. Ankara: Kök Yayıncılık. Aksarı, S.( 2013). *Okul öncesinde drama ve drama yoluyla sanat eğitimi: deneysel uygulamalar*. Ankara: Nobel Yayınları. |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and data show |

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| **Course Syllabus** |
| **Week** | **Topıcs**  |
| 1 | Definition and importance of educational drama |
| 2 |  Features of psychodrama, creative drama, drama-play and educational drama  |
| 3 | Historical development of children’s drama applications |
| 4 | Application phases of educational drama |
| 5 | Classification of educational drama and application according age group and areas  |
| 6 | Qualifications of educational drama teacher  |
| 7-8 | Mid-term exam  |
| 9 | Media specification of educational drama  |
| 10 | Special techniques in educational drama  |
| 11 | Assessment of educational drama |
| 12 | Samples of educational drama |
| 13 | Application of preschool education lesson plans through drama |
| 14 | Application of preschool education lesson plans through drama |
| 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:**