**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** | 171918012 | **COURSE NAME** | SENSORY EDUCATION IN EARLY CHILDHOOD |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8. | 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 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Final-Term | | | | | |  | 60 |
| **PREREQUIEITE(S)** | | | | | No the prerequisite of lesson. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Concept of sense, development of senses, development of perception; Function of sensory systems; Sensory awareness in preschool education, importance of sensory education in child development, regulation of educational environments to support sensory awareness, sensory materials and use of these materials; The role of the teacher in sensory education; Planning, implementation and evaluation of sensory-focused activities in the education program | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to have the students gain knowledge about concept of sense, development of senses, development of perception; function of sensory systems; sensory awareness in preschool education, importance of sensory education in child development, regulation of educational environments to support sensory awareness, sensory materials and use of these materials; the role of the teacher in sensory education; planning, implementation and evaluation of sensory-focused activities in the education program | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Explains the importance of sensory education in terms of child development. 2. Describe developmentally appropriate activities and materials. 3. Prepares, practices, evaluates and develops sensory education programs for preschool children. | | | | | | | |
| **TEXTBOOK** | | | | | Uyanık Balat, G., Deretarla Gül, E. & Çelebi Öncü, E. Okul Öncesi Dönemde Duyu Eğitimi ve Etkinlikler. Kare Yayınları, 2005. | | | | | | | |
| **OTHER REFERENCES** | | | | | Cömert Özata, Suzan. Okul Öncesinde Oyun Temelli Duyu Eğitimi. Nobel Yayınları, Ankara, 2015 | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concept of sense, development of senses, development of perception |
| 2 | Concept of sense, development of senses, development of perception |
| 3 | Function of sensory systems |
| 4 | Function of sensory systems |
| 5 | Sensory awareness in preschool education |
| 6 | Importance of sensory education in child development |
| 7-8 | MID-TERM EXAM |
| 9 | Regulation of educational environments to support sensory awareness, sensory materials and use of these materials |
| 10 | The role of the teacher in sensory education |
| 11 | Planning, implementation and evaluation of sensory-focused activities in the education program |
| 12 | Planning, implementation and evaluation of sensory-focused activities in the education program |
| 13 | Planning, implementation and evaluation of sensory-focused activities in the education program |
| 14 | Planning, implementation and evaluation of sensory-focused activities in the 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):**

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