**ESOGU Faculty of Education Primary Education Department - Preschool Education Program Course Information Form**

|  |  |
| --- | --- |
| **SEMESTER** | Autumn |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** |  | **COURSE NAME** | **Science Education in Early Childhood** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 3 | 3 | | 0 | 0 | | | 3 | 6 | COMPULSORY ( X)  ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** | |
| %25 | | %75 | | | |  | | | | | General Knowledge( )  Content Knowledge ( x ) | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 20 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (TermPaper) | | | | | 1 | | 20 |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, the place of the science education in life and the importance of positive attitudes towards science, basic science concepts and concept stages of learning, science education approaches, science programs used in early childhood education (Wings of Discovery, Tool Kit for early childhood science education, Eller Hamurda), the development of skills to use the science in learning and living concepts to children, the development of science process skills used in teaching methods of science and techniques of science education inside and outside of the classroom, the roles of community, families and the teachers for bringing the scientific thinking , planning appropriate activities to preschool science education program, implementation and evaluation issues will be addressed. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | To learn importance, situation, aims, feasibility activities and information and skill of concerned this science and nature activities in early childhood education, skills of scientific thinking teaching technics activity and material prepare as to these technics. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Learning of science and nature activities in early childhood education  2. Skills of scientific thinking teaching technics  3. Activity and material prepare as to these technics. | | | | | | | |
| **TEXTBOOK** | | | | | Akman, B., Uyanık Balat, G. Ve Güler, T. (2017). *Okul öncesi dönemde fen eğitimi* (5. Baskı). Ankara:Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Alisinanoğlu, F., Kahveci, S.Ö. (2015). *Okul öncesinde fen eğitimi* (3. Baskı). Ankara:Pegem Akademi Yayınları.  Macaroğlu Akgül, E. (2009). *Fen ve doğa etkinlikleri uygulama kitabı.* İstanbul: Morpa Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Importance and situation of science and nature activities in early childhood education, give information to semester homework and other studies |
| 2 |
| 3 | To learn importance, situation, aims, feasibility activities and information and skill of concerned this science and nature activities in early childhood education |
| 4 |
| 5 |
| 6 | Concepts in science and nature education |
| 7-8 | Visa |
| 9 | Skills of scientific thinking teaching technics |
| 10 |
| 11 | Skills of scientific thinking teaching technics, activity and material prepare as to these technics, Discuss and evaluation of homework |
| 12 |
| 13 |
| 14 |
| 15-16 | Final Exam |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |

**Instructor(s): Assistant Prof. Dr. D. Neslihan BAY** **Signature**:

**Date:**