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

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| **SEMESTER** | Autumn |

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| **COURSE CODE** |  | **COURSE NAME** | **Mathematic Education in Early Childhood** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | | **LANGUAGE** |
| 3 | 3 | | 0 | 0 | | | 3 | 5 | COMPULSORY ( X)  ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | | | **Elective Course** | |
| %25 | | %75 | | | | %0 | | | | | General Knowledge( )  Content Knowledge ( x ) | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 20 |
| Quiz | | | | |  | |  |
| Homework | | | | | 1 | | 20 |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (Term Paper) | | | | | 1 | | 20 |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course, the importance of mathematics education in pre-school, develop a positive attitude towards mathematics, the development concept in mathematics, mathematics and other sciences relationship, development of mathematical skills in pre-school, mathematics programs (Building Blocks, STEM, GEMS (Big Explanation in Math and Science, Big Maths for Little Kids); pre-school math processes (problem solving, reasoning / inquiry, communication, merge / link description ), the appropriate math activities to pre-school education program planning, implementation and evaluation will be handled. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | Learning of developing child’s mathematical knowledge,  Learning of instruction method s for developing child’s mathematical concepts | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | Saying mathematical concepts in preschool childhood, saying and practice activities for developing child’s mathematical concepts | | | | | | | |
| **TEXTBOOK** | | | | | Akman, B. (Edt.) (2017). *Okul öncesinde matematik eğitimi* (5. Baskı). Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | Aktaş Arnas, Y. (2010). *Okul öncesi dönemde matematik eğitimi*. Adana: Nobel Kitabevi.  Güven, Y. (2000). *Erken çocukluk döneminde sezgisel düşünme ve matematik*. İstanbul: Ya-Pa Yayınları. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Concept development in child  Concept teaching |
| 2 |
| 3 | Piaget’s cognitive development theory  Mathematic teaching in early childhood education |
| 4 |
| 5 | Prepare center of mathematics |
| 6 | Teacher mission of teaching mantic concepts  Teaching mathematic with other activity situation in program |
| 7-8 | Midterm Exams |
| 9 | Teaching of mathematic concepts and abilities: classification comparison  pairing arranging number concept |
| 10 | Addition and subtraction activities |
| 11 | Spatial concept, geometric shapes, measuring activities, |
| 12 | Graphs, teaching math with computer |
| 13 | Practice |
| 14 | Practice |
| 15-16 |  |

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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):** Dr. Öğr. Üyesi D. Neslihan BAY **Signature**:

**Date:**