

**ESOGU Department of Elementary and Early Childhood Education Program, Elementary Education, Course Information Form**

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| **SEMESTER** |  |

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| **COURSE CODE** | 171414122 | **COURSE NAME** | Traditional Children Games |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE** | | **LANGUAGE** | |
|  | 2 | | 0 | | 0 | | 2 | | 4 | COMPULSORY ( ) ELECTIVE (X ) | | Turkish | |
| **COURSE CATAGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Knowledge** | | | | **Elective Course** | | | | |
|  | |  | |  | | | | Professional Know.( )Content Know.(X)Gen. Know ( ) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** | |
| Mid-Term | | | | |  | 40 | |
| Quiz | | | | |  |  | |
| Homework | | | | |  |  | |
| Project | | | | |  |  | |
| Report | | | | |  |  | |
| Others (………) | | | | |  |  | |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 60 | |
| **PREREQUIEITE(S)** | | | | | | None | | | | | | | |
| **COURSE DESCRIPTION** | | | | | |  | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | It is aimed that teacher candidates should have basic concepts and theories in the field of children's games. In addition, teacher candidates are provided with the opportunity to learn specific research methods and techniques for teaching children's games. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Candidate teachers reach information of social and professional life by knowing basic level a foreign language. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | knowledge of basic concepts and theories in the field of children's games. It learns about children's games including various activities such as having fun, being discharged, evaluating time, imitating, cheering and being happy.  Children's Games can learn and use research methods and techniques effectively.  They have knowledge of history of children's games and can understand the place of Turkish children's plays in world children's games.  Recognizes and uses written and oral sources of Turkish cultural history.  It makes interdisciplinary studies using data obtained from different disciplines of social sciences in order to approach the cultural processes holistically.  The formation that will be won over the examples about children's games can make a significant contribution to the child's level in the professional life  Analyze Turkish culture through literary texts.  By enriching the readiness of traditional children's games, students will improve their ability to combine learning with the familiar games they hear.  Analyze, discuss and develop new models in the field of applied folklore, analyzing social practices based on tradition, custom and folk beliefs.  Using information and internet technologies to create, organize and share information in the field of Turkish children's games. | | | | | | | |
| **TEXTBOOK** | | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | | * Oğuz, Öcal. Türkiye’de 2004 Yılında Yaşayan Geleneksel Çocuk Oyunları, Ankara: THBMER Yayınları, 2005. * Uçmaz, Veli. Geleneksel Çocuk Oyunlarımız, Ankara: Gençlik Hizmetleri Müdürlüğü Gençlik Hizmetleri daire Başkanlığı Yayınları, 2010. * Özdemir, Nebi. Türk Çocuk Oyunları, Ankara: Akçağ, 2006. * Kaya, Doğan. Çöm Çöm Çömbelek Sivas Çocuk Oyunları, İstanbul: Kitabevi, 2011. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Meeting, discussion of mutual expectations and responsibilities, presentation of course content. |
| 2 | Player Human: Game Spirit and Game Concept |
| 3 | Local and Foreign Thoughts on Game Concept |
| 4 | Classification Studies of Turkish Children's Games and Examples of Applied Games |
| 5 | Classification Studies of Turkish Children's Games and Examples of Applied Games |
| 6 | What were the children in the Old World doing? A Fun History Reading: Game History and Game Examples |
| 7-8 | MID-TERM EXAM |
| 9 | Children's Games and Toys of the 21st Century |
| 10 | Maintaining the Lost Traditional Children's Games: Sustainability and Traditional Children's Games |
| 11 | Maintaining the Lost Traditional Children's Games: Sustainability and Traditional Children's Games |
| 12 | Maintaining the Lost Traditional Children's Games: Sustainability and Traditional Children's Games |
| 13 | Make a selection from children's games that can be played in primary school |
| 14 | Planning Activities for Transferring The National Children’s Plays |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | **x** |  |
| 2 | 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** |  |
| 3 | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | **x** |  |
| 4 | Becomes sensitive toward society, environment and human being; raising students who will be useful to society, have confidence for future, investigative, have inquiry ability and supports lifelong learning. | **x** |  |  |
| 5 | Takes responsibility individual and group works and carry out tasks effectively. | **x** |  |  |
| 6 | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | **x** |  |  |
| 7 | Makes self-assessment. | **x** |  |  |
| 8 | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | **x** |  |
| 9 | Have knowledge about concepts, theory and applications of teaching profession, general culture and basic science. | **x** |  |  |
| 10 | Have ability of technical and pedagogical using for the purpose of information and communication technologies. |  | **x** |  |
| 11 | Makes most suitable teaching plans and applications by taking into account the developmental characteristics and individual differences of students, and subject area features and acquisitions. |  | **x** |  |
| 12 | Have information about national and international education system, structure and the historical development of the elementary teacher. |  |  | **x** |
| 13 | Have respect to national culture and universal values. |  | **x** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

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