**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** |  171918006 | **COURSE NAME** | Children at Risk and Education |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| 8 | 2 | 0 | 0 | 2 | 4 | COMPULSORY ( ) ELECTIVE (X ) | TURKISH |
| **COURSE CATEGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Culture Knowledge** | **Elective Course** |
|  |  |  | 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** |   | 1 | 60 |
| **PREREQUIEITE(S)** | No  |
| **COURSE DESCRIPTION** | During the course, risk factors and effects are groups of children created by risk factors; (children living and working on the streets, children working in the sectors, children in fragmented families, children in need of protection, [juvenile pushed to crime](http://tureng.com/tr/turkce-ingilizce/juvenile%20pushed%20to%20crime), children neglected and exploited, children under developmental risk, children living in adverse environmental conditions) the critical elements in the education of children at risk and the precautions to be taken, applied in Turkey and other countries for the education of children at risk projects will be discussed.  |
| **COURSE OBJECTIVES** | The aim of this course is knowing children at risk, for the education of children at risk in Turkey and other countries to create awareness in society about the precautions to be taken by the projects implemented.  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |  |
| **COURSE OUTCOMES** | 1. By the end of course, successful students will be able to; recognize and categorize the children-at-risk, explain the motive why those children are in this risk group in the light of scientific research findings,
2. Make plan and apply preservation and prevention programs considering each risk groups, define related institutions which reintegrate those children into the society,
3. Research related nongovernmental organizations working for those children and comment on their works.
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| **TEXTBOOK** | Walker, S., Wachs, T., Grantham-McGregor, S., Black, M., Nelson, C., Huffman, S., Ricthcer,L. (2011). Inequality in early childhood: Risk and protective factors for early childhooddevelopment. The Lancet, 378(9799), 1325-1338. |
| **OTHER REFERENCES** | Aile ve Sosyal Politikalar Bakanlığı Çocuk Hizmetleri Genel Müdürlüğü (2017). *Türkiye’de çocuklara yönelik koruyucu ve önleyici politikaları değerlendirme çalıştayı raporu.* Anakara: Aile ve Sosyal Politikalar Bakanlığı Yayın No: 10 Çocuk Hizmetleri Genel Müdürlüğü Yayın No: 05.Eryalçın, M. ve Duyan, v. (2017). *Suça sürüklenen çocuklar ve gençler.* İstanbul: Yeni İnsan Yayınevi EURYDICE (2009). *Avrupa’da erken çocukluk eğimi bakımı ve bakımı: sosyal kültürel eşitsizliklerle ilgilenmek.* EURYDICE Türkiye Birimi Milli Eğitim Bakanlığı Strateji Geliştirme Başkanlığı Yayınları. <http://sgb.meb.gov.tr/eurydice/kitaplar/Avrupada_Erken_cocukluk_Egitimi_ve_Bakimi/Avrupada_Erken_cocukluk_Egitimi_ve_Bakimi.pdf>Güngör, M. (2013). Risk altındaki çocukların aile yapıları ve suça yönelimleri (Mersin ili örneği). Mersin Üniversitesi Eğitim Fakültesi Dergisi, 9(2), 421-434.Çoban, S. (2015). *Türkiye’de risk altındaki çocuklar ve çocuk suçluluğu üzerine bir değerlendirme.* Sosyoloji Konferansları, DOI:10.18368/IU/sk.24682Yavuzer, H. (2011), Çocuk ve Suç, (14. Baskı). İstanbul, Remzi Kitabevi Yayını. |
| **TOOLS AND EQUIPMENTS REQUIRED** |   |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | Definition of risk situations, risk factors and effects, |
| 2 | Critical elements in the education of child groups created by risk factors (children living and working on the streets and children working in the sectors), created by risk factors, measures to be taken |
| 3 | Critical elements in the education of children groups (broken family children) created by risk factors, measures to be taken  |
| 4 | Critical elements in the education of children groups (children in need of protection) created by risk factors, precautions to be taken |
| 5 | Critical elements in the education of children groups ([juvenile pushed to crime](http://tureng.com/tr/turkce-ingilizce/juvenile%20pushed%20to%20crime)) created by risk factors, precautions to be taken |
| 6 | Risk faktörlerinin yarattığı çocuk grupları (children neglected and exploited) created by risk factors, precautions to be taken |
| 7-8 | MIDTERM EXAM  |
| 9 | Critical elements in the education of children groups (children under developmental risk), created by risk factors, precautions to be taken  |
| 10 | Critical elements in the education of children groups (children living in adverse environmental conditions), created by risk factors, precautions to be taken |
| 11 | Projects Implemented in Turkey and other countries Towards Education of Children at Risk |
| 12 | Projects Implemented in Turkey and other countries Towards Education of Children at Risk |
| 13 | Projects Implemented in Turkey and other countries Towards Education of Children at Risk |
| 14 | Projects Implemented in Turkey and other countries Towards Education of Children at Risk |
| 15 | Projects Implemented in Turkey and other countries Towards Education of Children at Risk |
| 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**: