**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

|  |  |
| --- | --- |
| **SEMESTER** |  Fall |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** |  171916004 | **COURSE NAME** | Early Childhood and Assessment |

|  |  |  |
| --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| 5 | 3  | 0 | 0 |  3 | 4 | COMPULSORY (X) ELECTIVE ( ) | TURKISH |
| **COURSE CATEGORY** |
| **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** | Homework- Project | 1 | 60 |
| **PREREQUIEITE(S)** |  |
| **COURSE DESCRIPTION** | During the course, importance and necessity of children’s recognition; recognition of children from different perspectives, principles of recognition of children, techniques and characteristics used in identification of children (observation, event recording, individual interview, home visits); early childhood tests (development tests, projective tests, intelligence tests); recognition of the child through play and picture; portfolio (development file) and documentation titles will be covered will be covered. |
| **COURSE OBJECTIVES** | The purpose of this course is to ensure general knowledge about recognition and assessment of children to teacher candidates and to gain a perspective recognition and measurement of children.  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** |  |
| **COURSE OUTCOMES** | 1. Understanding the importance, necessity and principles of recognizing in preschool children. 2.Having knowledge about assessment and measurement techniques of children development 3. Having knowledge about reporting, interpretation and use of information about children.  |
| **TEXTBOOK** | MCafee, O. & Leong, D.J.( 2012). *Erken çocukluk döneminde gelişim ve öğrenmenin değerlendirilmesi ve desteklenmesi* (Çeviri Editörü: Birsen Ekinci Palut). Ankara: Nobel Yayınları.  |
| **OTHER REFERENCES** | Yavuzer, H. (2016). *Resimleriyle çocuk*. İstanbul: Remzi KitabeviYavuzer, H. (2016). *Çocuğu tanımak ve anlamak*: *ana-babaların en çok sorduğu sorular ve cevaplarıyla*. İstanbul: Remzi KitabeviÖnder, A.(2014). *Okul öncesi dönemde çocukları değerlendirme ve tanıma teknikleri.* Ankara: Pegem Akademi Yayınları. Özgüven, İ.E. (2014). *Bireyi tanıma teknikleri*. Ankara: Nobel Akademik Yayıncılık. Ceyhan, A.A. ve Ören, M (Ed.). (2011). Çocukları Tanıma Teknikleri. Eskişehir: Açıköğretim Fakültesi Yayınları.Wright, R.J. (2010). *Multifaceted Assessment for Early Childhood Education*. Los Angeles: SAGE Publication.Allen, K.E., Cowdery, G.E. (2009). *The Exceptional Child: Inclusion in Early Childhood Education* (6th Edition). Clifton Park, NY: Thomson Delmar Learning. |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and data show |

|  |
| --- |
| **Course Syllabus** |
| **Week** | **Topıcs**  |
| 1 | The Purpose of Recognition Defining Children, İmportance and Necessity  |
| 2 | Knowing Children From Different Angles, |
| 3 | Principles of Recognizing Children |
| 4 | Techniques And Characteristics Used İn The Definition of Children (Observation, Event Recording, İndividual İnterview, Home Visits) |
| 5 | Techniques And Characteristics Used İn The Definition of Children (Observation, Event Recording, İndividual İnterview, Home Visits) |
| 6 | Techniques And Characteristics Used İn The Definition of Children (Observation, Event Recording, İndividual İnterview, Home Visits) |
| 7-8 | MID-TERM EXAM |
| 9 | Early Childhood Tests (Development Tests, Projective Tests, İntelligence Tests) |
| 10 | Early Childhood Tests (Development Tests, Projective Tests, İntelligence Tests) |
| 11 | Recognizing The Child Through Play And Painting |
| 12 | Recognizing The Child Through Play And Painting |
| 13 | Portfolio (Development File) |
| 14 | Reporting  |
| 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, 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**:

 **Date:**