|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Turkısh Language I** | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | **ECTS** | | | |
| 8010111 | | 1 | 2 | 0 | | 2 | | | 2 | | | 2 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | |
| **Course objective** | | | | To acquire necessary knowledge and skills about the importance and proper use of Turkish Language. | | | | | | | | | | | | | | | |
| **Course content** | | | | Definition and importance of language.  The place and importance of Turkish language among world languages.  Language-culture relationship.  Writing rules.  Punctuation.  Essay writing rules and plans.  Expression disorders.  Thinking and expressing what you think.  Correct analysis of a read text.  Text analysis with examples. | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion, case study | | | | | | | | | | | | | | | |
| **References** | | | | Bulgurcu, A., & Kartalcık V. (2012). Türk Dili. Altın Post Yayınevi, İstanbul.  Özkan, M., Tören, H., & Esin, O. (2001). Yüksek Öğretimde Türk Dili Yazılı ve Sözlü Anlatım, Filiz Kitabevi, İstanbul.  Ergin, M.(2004). Türk Dil Bilgisi. Bayrak Yayınlan. İstanbul.  Korkmaz, Z., Zülfikar, H., Akalın, M., Ercilasun, A.B., Parlatır, İ., Gülensoy, T. & Birinci, N. (2003).Yüksek Öğretim Öğrencileri İçin Türk Dili Kompozisyon Bilgileri. Yargı Yayınevi. Ankara. | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Know the types of written and oral expression.  PQ-2 Uses punctuation correctly.  PQ-3 learns the writing rules.  PQ-4 Learns expression disorders.  PQ-5 Performs text analysis.  PQ-6 Text comments.  PP-7 has knowledge about Turkish Literature. | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | |  | | | |  | | | | | |
| Exams | | | | | 1 | | | | %20 | | | | | |
| Application | | | | |  | | | |  | | | | | |
| Field activities | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | 2 | | | | %20 | | | | | |
| Projects | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | 3 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | |  | | | |  | | | | | |
| Exams | | | | | 1 | | | | %40 | | | | | |
| Application | | | | |  | | | |  | | | | | |
| Field activities | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | 4 | | | | %20 | | | | | |
| Projects | | | | |  | | | |  | | | | | |
| Laboratory | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | |  | | | |  | | | | | |
| **Term total** | | | | | 5 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | |
| 1 | | Definition and importance of language. | | | | | | | | | | | | | | | | |
| 2 | | The place and importance of Turkish language among world languages. | | | | | | | | | | | | | | | | |
| 3 | | Language-culture relationship. | | | | | | | | | | | | | | | | |
| 4 | | Writing rules. | | | | | | | | | | | | | | | | |
| 5 | | Writing rules. | | | | | | | | | | | | | | | | |
| 6 | | Punctuation. | | | | | | | | | | | | | | | | |
| 7 | | Punctuation. | | | | | | | | | | | | | | | | |
| 8 | | Essay writing rules and plans. | | | | | | | | | | | | | | | | |
| 9 | | Essay writing rules and plans. | | | | | | | | | | | | | | | | |
| 10 | | Expression disorders. | | | | | | | | | | | | | | | | |
| 11 | | Expression disorders. | | | | | | | | | | | | | | | | |
| 12 | | Thinking and expressing what you think. | | | | | | | | | | | | | | | | |
| 13 | | Correct analysis of a read text. | | | | | | | | | | | | | | | | |
| 14 | | Text analysis with examples. | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | **Contribution level** | | | | | |
| PQ-4 | Learns expression disorders. | | | | | | | | | | | 5 | | | | | |
| PQ-5 | Performs text analysis. | | | | | | | | | | | 5 | | | | | |
| PQ-7 | Has knowledge about Turkish Literature. | | | | | | | | | | | 5 | | | | | |
|  |  | | | | | | | | | | |  | | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 6 | | 3 | | | | 18 | |
| Projects | | | | | | | | |  | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | |  | | | |  | |
| Quiz | | | | | | | | |  | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | 2 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **History of Turkish Revolution and Principles of Atatürk I** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 8010121 | | 1 | 2 | 0 | | 2 | | | 2 | | | | 2 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | Concepts related to Revolution and Revolution, reasons for preparing the Turkish Revolution, the collapse of the Ottoman State, XIX. Innovation movements in the Ottoman Empire in the 20th century, ideas movements to save the state in the last period of the Ottoman States, The events of the Ottoman Empire in the early 19th century, the destruction of the First World War and the Ottoman Empire, the end of World War I and the agreements made, the period of the National Struggle, the activities of minorities and separatist societies, preparation for the National Struggle, Teaching the activities of Mustafa Kemal in Istanbul and Anatolia. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Concepts related to Revolution and Revolution.  The reasons for preparing the Turkish Revolution is the collapse of the Ottoman Empire.  XIX. Innovation movements in the Ottoman Empire in the 20th century.  Ideas movements to save the state in the last period of the Ottoman States.  XX. The state of the Ottoman State in the beginning of the century.  World War I and the collapse of the Ottoman Empire ..  The end of World War I and the agreements made.  National Struggle Period, activities of minorities and separatist societies.  Preparations for the National Struggle, İzmir's worker, Mustafa Kemal's activities in Istanbul and in Anatolia. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion. | | | | | | | | | | | | | | | | |
| **References** | | | | Günal, Z., & Atabay, M. (2008). Atatürk İlkeleri ve İnkılap Tarihi. Nobel Akademik Yayıncılık. Ankara.  Turan, R., Safran, M., Hayta, N., Çakmak, M., Dönmez, C., & Şahin, M. (2015). Atatürk İlkeleri ve İnkılap Tarihi, Yargı Yayınevi, Ankara.  Öztürk, C.(Edt.). (2008). Türk İnkılâp Tarihi. Pegem A Yayınevi. Ankara.  Komisyon(1996). Türk İnkılâp Tarihi. Y.Ö.K Yayınları*.* Ankara.  Sezer A. (Edt.)(2003). Atatürk ve Türkiye Cumhuriyeti Tarihi. Siyasal Kitabevi. Ankara. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 learns about the last period of the Ottoman Empire.   PQ-2 learns the Ottoman Empire's entry into the world war.  PQ-3 has information about the War of Independence.  PQ-4 learns the establishment of the Grand National Assembly of Turkey.  PQ-5 has information about the end of the War of Independence.  PQ-6 explains the Lausanne Peace Treaty. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 1 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %30 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 3 | | | | %30 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 4 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Concepts related to Revolution and Revolution. | | | | | | | | | | | | | | | | | |
| 2 | | Concepts related to Revolution and Revolution. | | | | | | | | | | | | | | | | | |
| 3 | | The reasons for preparing the Turkish Revolution is the collapse of the Ottoman Empire. | | | | | | | | | | | | | | | | | |
| 4 | | XIX. Innovation movements in the Ottoman Empire in the 20th century. | | | | | | | | | | | | | | | | | |
| 5 | | Ideas movements to save the state in the last period of the Ottoman States. | | | | | | | | | | | | | | | | | |
| 6 | | XX. The state of the Ottoman State in the beginning of the century. | | | | | | | | | | | | | | | | | |
| 7 | | World War I and the collapse of the Ottoman Empire. | | | | | | | | | | | | | | | | | |
| 8 | | The reasons of World War I. | | | | | | | | | | | | | | | | | |
| 9 | | The beginning of World War I and the entry of the Ottoman Empire into war. | | | | | | | | | | | | | | | | | |
| 10 | | Turkish frontiers in World War I. | | | | | | | | | | | | | | | | | |
| 11 | | Sharing projects of the Ottoman Empire. | | | | | | | | | | | | | | | | | |
| 12 | | The end of World War I and the agreements made. | | | | | | | | | | | | | | | | | |
| 13 | | National Struggle Period, activities of minorities and separatist societies. | | | | | | | | | | | | | | | | | |
| 14 | | Preparations for National Struggle, İzmir's worker, Mustafa Kemal's activities in Istanbul and in Anatolia. | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-4 | Learns the establishment of the Grand National Assembly of Turkey. | | | | | | | | | | | | | 5 | | | | |
| PQ-5 | Has information about the end of the War of Independence | | | | | | | | | | | | | 5 | | | | |
| PQ-6 | Explains the Lausanne Peace Treaty. | | | | | | | | | | | | | 5 | | | | |
|  |  | | | | | | | | | | | | |  | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 3 | | | 6 | | | | 18 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Foreign Language I** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 8010131 | | 1 | 2 | 0 | | 2 | | | 2 | | | | 3 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | Gaining basic knowledge about foreign language. | | | | | | | | | | | | | | | | |
| **Course content** | | | | The simple present tense: The verb to be.  The simple present tense: Yes/no questions with to be.  The simple present tense: İnformation with to be “A” and “An”.  Singular and plural nouns the simple present tense: Yes/no questions and answers.  The simple present tense: İnformation questions and answers can and can’t.  And, but, and or, possessive nouns.  Adjectives there is and there are.  Adjectives there is and there are.  Any and count and noncount nouns some.  Possessive adjectives ınfinitives with like, want, ı’d like, and need  Let’s the present progressive tense.  The present progressive tense: Yes/no questions and answers .  The present progressive tense: İnformation questions and answers .  Questions and sentences with think.  The simple present tense.  The simple present tense versus the present progressive tense.  The simple present tense: statements, yes/no questions, and short answers  The simple past tense: İnformation with .  The simple past tense: Statements, yes/no questions, and short answers. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion, case study | | | | | | | | | | | | | | | | |
| **References** | | | | Kurt, M. (2009). English Grammar Today,. MK Publications, İstanbul.  Kasapoğlu, N. (2014). English Grammar, Yeniyüz Yayıncılık, Ankara.  Sertkaya, M.(1999). İngilizce Öğretiminde Temel Yaklaşımlar. XYZ Yayınları. Ankara.  Can, H.(1985). Yabancı Dil Öğretimi. Akademi Kitabevi. İstanbul.  Avşar, S.(1993). Dilbilim. Kordon Yayınları, İzmir. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Learns the structure of the simple present tense.  PQ-2 And, but, and, or, or possessive nouns.  PQ-3 Adjectives learn to use there are and there are.  PQ-4 Any -count -uncount learns to use nouns- some constructs.  PQ-5 Possessive adjectives Infinitives learn to use like, want, I'd like, and need constructs.  PQ-6 Learns to use the present progressive tense structure.   PQ-7 Learn to use the simple past tense structure. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 1 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 3 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 5 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | The simple present tense: The verb to be. | | | | | | | | | | | | | | | | | |
| 2 | | The simple present tense: Yes/no questions with to be.  The simple present tense: İnformation with to be “A” and “An”. | | | | | | | | | | | | | | | | | |
| 3 | | Singular and plural nouns the simple present tense: Yes/no questions and answers. | | | | | | | | | | | | | | | | | |
| 4 | | The simple present tense: İnformation questions and answers can and can’t. | | | | | | | | | | | | | | | | | |
| 5 | | And, but, and or, possessive nouns. | | | | | | | | | | | | | | | | | |
| 6 | | Adjectives there is and there are. | | | | | | | | | | | | | | | | | |
| 7 | | Adjectives there is and there are. | | | | | | | | | | | | | | | | | |
| 8 | | Any and count and noncount nouns some. | | | | | | | | | | | | | | | | | |
| 9 | | Possessive adjectives ınfinitives with like, want, ı’d like, and need | | | | | | | | | | | | | | | | | |
| 10 | | Let’s the present progressive tense. | | | | | | | | | | | | | | | | | |
| 11 | | The present progressive tense: Yes/no questions and answers .  The present progressive tense: İnformation questions and answers . | | | | | | | | | | | | | | | | | |
| 12 | | Questions and sentences with think.  The simple present tense. | | | | | | | | | | | | | | | | | |
| 13 | | The simple present tense versus the present progressive tense.  The simple present tense: statements, yes/no questions, and short answers | | | | | | | | | | | | | | | | | |
| 14 | | The simple past tense: İnformation with .  The simple past tense: Statements, yes/no questions, and short answers. | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Possessive adjectives learn to use infinitives with like, want, I'd like, and need. | | | | | | | | | | | | | 4 | | | | |
| PQ-2 | The present learns to use the progressive tense structure. | | | | | | | | | | | | | 4 | | | | |
| PQ-3 | Learn to use the simple past tense structure. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 3 | | | 6 | | | | 18 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Mathematics** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520107 | | 1 | 2 | 0 | | 2 | | | 2 | | | | 2 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | Teaching your basic mathematics. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Your mathematics is related to other sciences.  Set and cluster operations, number system setup.  Natural numbers, different base numbers.  Exact numbers, divisibility rules.  "ECOC" and "EBOB" concepts and applications.  Ratio, proportion, compound proportion concepts and applications.  Real numbers.  Bold and deep roots.  Cartesian product, relation, function, operation concepts and their graphical representation.  Equivalence and ranking associations.  Discrete covers and chains.  Data collection, summarization of data.  Central tendency measures (mean, peak value, median).  Distribution measures (Ranj, absolute deviation, standard deviation). | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion, case study | | | | | | | | | | | | | | | | |
| **References** | | | | Kurt, M. (2009). English Grammar Today,. MK Publications, İstanbul.  Kasapoğlu, N. (2014). English Grammar, Yeniyüz Yayıncılık, Ankara.  Sertkaya, M.(1999). İngilizce Öğretiminde Temel Yaklaşımlar. XYZ Yayınları. Ankara.  Can, H.(1985). Yabancı Dil Öğretimi. Akademi Kitabevi. İstanbul.  Avşar, S.(1993). Dilbilim. Kordon Yayınları, İzmir. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Explains the relation of Mathematics to other sciences.  PQ-2 Learns mathematical concepts and performs mathematical operations. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 1 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 3 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 4 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Definition of mathematics, relation to other sciences. | | | | | | | | | | | | | | | | | |
| 2 | | Set and cluster operations, number system setup. | | | | | | | | | | | | | | | | | |
| 3 | | Natural numbers, different base numbers. | | | | | | | | | | | | | | | | | |
| 4 | | Exact numbers, divisibility rules. | | | | | | | | | | | | | | | | | |
| 5 | | "ECOC" and "EBOB" concepts and applications. | | | | | | | | | | | | | | | | | |
| 6 | | Ratio, proportion, compound proportion concepts and applications. | | | | | | | | | | | | | | | | | |
| 7 | | Real numbers. | | | | | | | | | | | | | | | | | |
| 8 | | Bold and deep roots. | | | | | | | | | | | | | | | | | |
| 9 | | Cartesian product, relation, function, operation concepts and their graphical representation. | | | | | | | | | | | | | | | | | |
| 10 | | Equivalence and ranking associations. | | | | | | | | | | | | | | | | | |
| 11 | | Discrete covers and chains. | | | | | | | | | | | | | | | | | |
| 12 | | Data collection, summarization of data. | | | | | | | | | | | | | | | | | |
| 13 | | Central tendency measures (mean, peak value, median). | | | | | | | | | | | | | | | | | |
| 14 | | Distribution measures (Ranj, absolute deviation, standard deviation). | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Explains the relationship of mathematics to other sciences. | | | | | | | | | | | | | 4 | | | | |
| PQ-2 | Learns mathematical concepts and makes mathematical operations. | | | | | | | | | | | | | 4 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 3 | | | 6 | | | | 18 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Child Development I** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520101 | | 1 | 2 | 0 | | 2 | | | 2 | | | | 4 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | Teaching of child development, basic concepts about development, development principles, stages of development, developmental factors, physical development, psychomotor development, cognitive and language development. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Child development.  Basic concepts about development (Growth-development-maturation-learning-ready-education-education).  Development principles.  Development periods  Factors affecting development (Biological factors - environment).  Physical development.  Psychomotor development.  Cognitive and language development. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion, case study | | | | | | | | | | | | | | | | |
| **References** | | | | Boyd, D., & Bee, H.(2009). Çocuk Gelişim Psikolojisi, Kaknüs Yayınları, İstanbul.  San Bayhan P., & Artan, İ. (2005). Çocuk Gelişimi ve Eğitimi, Morpa Yayınları. Ankara.  Çocuk Gelişimi ve Eğitimi Dizisi. Morpa Kültür Yayınları. İstanbul.  Budak, E.& Akbaş, A.(2006). Okul Öncesi Çocuğun Gelişimi ve Eğitimi. Pozitif Yayıncılık. İstanbul.  Ataman, A. (2005). Gelişim ve Öğrenme. Gündüz Eğitim Yayınları, Ankara.  Senemoğlu, N. (2010). Gelişim. Öğrenme ve Öğretim: Kuramdan Uygulamaya (17. baskı). Pegem-A Yayıncılık, Ankara. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Learn the importance of knowing the child's development.  PQ-2 Explains the basic concepts of development.  PQ-3 Explains development principles.  PQ-4 Know the characteristics of developmental periods.  PQ-5 Explains the factors that affect growth.  PQ-6 Learns physical development.  PQ-7 Learns psychomotor development.  PQ-8 Learns cognitive and language development.. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 3 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | | 1 | | | | %10 | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %10 | | | | | |
| Projects | | | | | | 1 | | | | %20 | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 5 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Child development. | | | | | | | | | | | | | | | | | |
| 2 | | Basic concepts about development (Growth-development-maturation-learning-ready-education-education). | | | | | | | | | | | | | | | | | |
| 3 | | Development principles. | | | | | | | | | | | | | | | | | |
| 4 | | Developmental periods (Infancy). | | | | | | | | | | | | | | | | | |
| 5 | | Developmental periods (first childhood). | | | | | | | | | | | | | | | | | |
| 6 | | Development period (Second childhood period). | | | | | | | | | | | | | | | | | |
| 7 | | Developmental periods (adolescence period). | | | | | | | | | | | | | | | | | |
| 8 | | Factors affecting development (Biological factors - environment). | | | | | | | | | | | | | | | | | |
| 9 | | Physical development. | | | | | | | | | | | | | | | | | |
| 10 | | Physical development. | | | | | | | | | | | | | | | | | |
| 11 | | Psychomotor development. | | | | | | | | | | | | | | | | | |
| 12 | | Psychomotor development. | | | | | | | | | | | | | | | | | |
| 13 | | Cognitive and language development. | | | | | | | | | | | | | | | | | |
| 14 | | Cognitive and language development. | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-4 | Know the characteristics of developmental periods. | | | | | | | | | | | | | 1 | | | | |
| PQ-5 | Explain the factors that influence development. | | | | | | | | | | | | | 5 | | | | |
| PQ-6 | Learn physical development. | | | | | | | | | | | | | 4 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 4 | | | 6 | | | | 24 | |
| Projects | | | | | | | | | 1 | | | 28 | | | | 28 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | | 1 | | | 16 | | | | 16 | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Anatomy** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520105 | | 1 | 2 | 0 | | 2 | | | 2 | | | | 3 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | Definition of anatomy and physiology, general chapters, basic Latin concepts and the anatomy and physiology of body systems. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Definition of anatomy and physiology, general chapters, basic Latin concepts  Chemical, cellular and tissue level organization  Anatomy and physiology of skin and auxiliary organs  Skeletal system anatomy and physiology  Anatomy and physiology of the joint system  Muscle system anatomy and physiology  Anatomy and physiology of systems | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question-answer, case study, observation | | | | | | | | | | | | | | | | |
| **References** | | | | Gilroy, A. M. (2015). Anatomi Temel Ders Kitabı, Palme Yayınları. Ankara.  Cumhur, M. (2001). Temel Anatomi. Ed.: Meserret Cumhur, Mutlu Press. Ankara.  Yıldırım, M. (2002). İnsan Anatomisi. Nobel Tıp Yayınları, İstanbul.  Süzen, L.B. (2006). İnsan Anatomisine Giriş. Akademi Yayıncılık, İstanbul. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Learns general anatomical terms.  PQ-2 Learn about the structure of the human body.  PQ-3 Has knowledge about cell, tissue, organ, system properties.   PQ-4 Gain information about muscle and bone structure.   PQ-5 Explains the structure and functioning of organs.  PQ-6 Have knowledge of the subjects such as systems and operation. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 3 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | | | |
| Projects | | | | | | 2 | | | | %20 | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 5 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Definition of anatomy and physiology, general chapters, basic Latin concepts | | | | | | | | | | | | | | | | | |
| 2 | | Chemical, cellular and tissue level organization | | | | | | | | | | | | | | | | | |
| 3 | | Anatomy and physiology of skin and auxiliary organs | | | | | | | | | | | | | | | | | |
| 4 | | Skeletal system anatomy and physiology | | | | | | | | | | | | | | | | | |
| 5 | | Anatomy and physiology of the joint system | | | | | | | | | | | | | | | | | |
| 6 | | Muscle system anatomy and physiology | | | | | | | | | | | | | | | | | |
| 7 | | Circulatory system anatomy and physiology | | | | | | | | | | | | | | | | | |
| 8 | | Endocrine system anatomy and physiology | | | | | | | | | | | | | | | | | |
| 9 | | Respiratory system anatomy and physiology | | | | | | | | | | | | | | | | | |
| 10 | | Digestive system anatomy and physiology | | | | | | | | | | | | | | | | | |
| 11 | | Urogenital system anatomy and physiology | | | | | | | | | | | | | | | | | |
| 12 | | Central and peripheral nervous system anatomy and physiology | | | | | | | | | | | | | | | | | |
| 13 | | Anatomy and physiology of sense organs | | | | | | | | | | | | | | | | | |
| 14 | | Anatomy and physiology of the excretory system | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-2 | Learn about the structure of the human body. | | | | | | | | | | | | | 5 | | | | |
| PQ-3 | It has knowledge about cell, tissue, organ, system properties. | | | | | | | | | | | | | 5 | | | | |
| PQ-4 | Gain information about muscle and bone structure. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 3 | | | | 42 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 4 | | | 5 | | | | 20 | |
| Projects | | | | | | | | | 2 | | | 16 | | | | 32 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Final exam | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Psychology** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520103 | | 1 | 2 | 0 | | 2 | | | 2 | | | | 4 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | To gain knowledge about concepts and approaches related to psychology and psychological disorders. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Introduction to psychology.  Basic psychological approaches.  Biological basis of behavior.  Sensation and perception.  Learning and behavior analysis.  Memory, cognition, language and intelligence.  Motivation and excitement.  Stress and ways to cope.  Personality theories.  Psychological disorders.  Social psychology. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion, case study | | | | | | | | | | | | | | | | |
| **References** | | | | Cüceloğlu, D. (2010). İnsan ve Davranışı. “19. Baskı”, Remzi Kitabevi, İstanbul.  Loftus, G. R., Fredrickson, B. L., Bem, D. J., Smith, E. E., & Nolen , S. (2014). Psikolojiye Giriş, Arkadaş Yayıncılık. Ankara.  Morgan, C. T. (1988). Psikolojiye Giriş: Ders Kitabı. S. Karakaş (Ed). Ankara: Meteksan Yayınları.  Atkinson,L.R., &Atkinson,C.R. (1990). Introduction to Pschology. New York, HBJ Inc.  Morris, C.G. (2002). Psikolojiyi Anlamak: Psikolojiye Giriş. H. B. Ayvaşık & M. Sayıl (Ed.). Türk Psikologlar Derneği Yayınları.  Freedman, J.L.,Sears, P. O., & Carlsmith. J.M. (1993). Sosyal Psikoloji. A. Dönmez (Çev.). İmge Kitabevi Yayınları, Ankara.  Cüceloğlu, D. (2008). İnsan ve Davranışı (Psikolojinin Temel Kavramları). Remzi Kitapevi, Ankara. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Learns the basic concepts of psychology.  PQ-2 Know basic psychological approaches.  PQ-3 Explains the relation of psychology with other sciences.  PQ-4 Understand the importance of psychology in human life.  PQ-5 Know the methods and techniques used in psychology.  PQ-6 Explains the personality.  PQ-7 Explain the behavior.  PQ-8 Explains personality and behavioral disorders. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 3 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | | 1 | | | | %10 | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %10 | | | | | |
| Projects | | | | | | 1 | | | | %20 | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 5 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Introduction to psychology. | | | | | | | | | | | | | | | | | |
| 2 | | Basic psychological approaches. | | | | | | | | | | | | | | | | | |
| 3 | | Biological basis of behavior. | | | | | | | | | | | | | | | | | |
| 4 | | Sensation and perception. | | | | | | | | | | | | | | | | | |
| 5 | | Learning and behavior analysis. | | | | | | | | | | | | | | | | | |
| 6 | | Memory, cognition, language and intelligence. | | | | | | | | | | | | | | | | | |
| 7 | | Motivation and excitement. | | | | | | | | | | | | | | | | | |
| 8 | | Stress and ways to cope. | | | | | | | | | | | | | | | | | |
| 9 | | Personality theories. | | | | | | | | | | | | | | | | | |
| 10 | | Personality theories. | | | | | | | | | | | | | | | | | |
| 11 | | Psychological disorders. | | | | | | | | | | | | | | | | | |
| 12 | | Psychological disorders. | | | | | | | | | | | | | | | | | |
| 13 | | Social psychology. | | | | | | | | | | | | | | | | | |
| 14 | | Social psychology. | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-4 | Learn the importance of psychology in human life. | | | | | | | | | | | | | 5 | | | | |
| PQ-7 | They explain the behavior. | | | | | | | | | | | | | 4 | | | | |
| PQ-8 | Describes personality and behavioral disorders. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 4 | | | 6 | | | | 24 | |
| Projects | | | | | | | | | 1 | | | 28 | | | | 28 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | | 1 | | | 16 | | | | 16 | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **First aid** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520109 | | 1 | 1 | 2 | | 2 | | | 2 | | | | 4 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to have theoretical knowledge and practice about first aid. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Definition of first aid - purpose - basic principles - characteristics of first aid practitioner - conditions requiring first aid, accidents, drowning - bleeds, falls and injuries, burns - poisonings, animal bites and stings, eye and nose foreign body abduction, ear pain - abdominal pain - diarrhea and loss of water, epilepsy, high fever and transfer, freezing, injuries requiring first aid and precautions to be taken to protect from accidents - precautionary education first aid, earthquake, first aid and psychological help in trauma. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation, demonstration | | | | | | | | | | | | | | | | |
| **References** | | | | İlk Yardım Eğitimi Kaynak Kitabı (2001), Türkiye Kızılay Derneği, Ankara .  Seıt, Z., Ülkü, N., Budak, G. G., Okullarda İlk Yardım, Milli Eğitim Bakanlığı, Sağlık İşleri Dairesi Başkanlığı. Ankara.  Bombacı, H., Ülkü, K., Adıyeke, L., Kara, S. ve Görgeç, M. (2008).Çocuk yaralanmaları, nedenleri ve önlemler. Acta Orthop Traumatol Turc. 42: 166-73. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Defines first aid. Get to grips with its purpose and basic principles.  PQ-2: Know the characteristics of first aid practitioner.  PQ-3: First aid can be used to provide necessary intervention and psychological assistance when required.  PQ-4: Know the precautions to be taken to protect from injuries and accidents that require first aid.  PQ-5: Explains the importance of first aid education.. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 1 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 2 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %60 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 1 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Definition of first aid - purpose - Basic principles - Characteristics of first aid practitioner - Conditions requiring first aid. | | | | | | | | | | | | | | | | | |
| 2 | | Accidents. | | | | | | | | | | | | | | | | | |
| 3 | | Drowning- Kanamalar. | | | | | | | | | | | | | | | | | |
| 4 | | Falles and injuries. | | | | | | | | | | | | | | | | | |
| 5 | | Burns - Poisoning. | | | | | | | | | | | | | | | | | |
| 6 | | Animal bites and stings. | | | | | | | | | | | | | | | | | |
| 7 | | Eye and eye foreign body escape. | | | | | | | | | | | | | | | | | |
| 8 | | Ear pain - Abdominal pain - Diarrhea and loss of water. | | | | | | | | | | | | | | | | | |
| 9 | | Epilepsy. | | | | | | | | | | | | | | | | | |
| 10 | | High fire and transfer. | | | | | | | | | | | | | | | | | |
| 11 | | Freezing. | | | | | | | | | | | | | | | | | |
| 12 | | First-aid injuries and precautions to be taken to protect from accidents - The first aid training. | | | | | | | | | | | | | | | | | |
| 13 | | Earthquake. | | | | | | | | | | | | | | | | | |
| 14 | | Psychological help in conditions requiring first aid and trauma. | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-2 | Know the characteristics of first aid practitioner. | | | | | | | | | | | | | 4 | | | | |
| PQ-3 | First aid can make necessary intervention and provide psychological help when necessary. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 1 | | | | 14 | |
| Practice | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Homework/ Seminar | | | | | | | | |  | | |  | | | |  | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | | 14 | | | 4 | | | | 56 | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 1 | | | | 1 | |
| Final exam | | | | | | | | | 1 | | | 1 | | | | 1 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Communication Skills** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520111 | | 1 | 2 | 0 | | 2 | | | 2 | | | | 4 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to acquire communication skills | | | | | | | | | | | | | | | | |
| **Course content** | | | | Definition of communication, types, communication methods, communication in school. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | | | | | | | | |
| **References** | | | | Genel ve Teknik İletişim, Metin Işık, L. Büber, A. ve Öztekin, H., Eğitim Kitabevi, 2006, Konya.  Dökmen, Ü. (1994) İletişim Çatışmaları ve Empati , Sistem Yayıncılık, İstanbul. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Explain the communication process  PQ-2: Can define process  PQ-3: Explain prolonged items  PQ-4: Discuss the importance of prolonged items  PQ-5: Can evaluate communication types  PQ-6: Can identify and resolve problems in the communication process.  PQ-7: Can identify problems of communication originating from itself  PQ-8: Can identify communication problems originating from cultural differences  PQ-9: Can assess communication process according to gender-based differences  PQ-10: Explain the importance of feelings in communication  PQ-11: Explain the importance of communication in the discipline of the child. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | | 1 | | | | %40 | | | | | |
| Exams | | | | | |  | | | |  | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 1 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | | 1 | | | | %60 | | | | | |
| Exams | | | | | |  | | | |  | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 1 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | What is communication? Communication items, classification of communication; communication models | | | | | | | | | | | | | | | | | |
| 2 | | Interpersonal communication; theoretical approaches and models | | | | | | | | | | | | | | | | | |
| 3 | | Nonverbal communication | | | | | | | | | | | | | | | | | |
| 4 | | Communication starts with me: self-recognition | | | | | | | | | | | | | | | | | |
| 5 | | The place of emotions in communication | | | | | | | | | | | | | | | | | |
| 6 | | Communication obstacles; Advocacy communication | | | | | | | | | | | | | | | | | |
| 7 | | Advocacy communication; Listen | | | | | | | | | | | | | | | | | |
| 8 | | Listen | | | | | | | | | | | | | | | | | |
| 9 | | Empathy | | | | | | | | | | | | | | | | | |
| 10 | | Conflict and solution; lossless method of solution of conflicts | | | | | | | | | | | | | | | | | |
| 11 | | Conflict and solution; lossless method of solution of conflicts | | | | | | | | | | | | | | | | | |
| 12 | | Disciplinary communication | | | | | | | | | | | | | | | | | |
| 13 | | Interpersonal relationships in school | | | | | | | | | | | | | | | | | |
| 14 | | Interpersonal relationships in school | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Explain communication process | | | | | | | | | | | | | 5 | | | | |
| PQ-6 | Can identify and solve problems in the communication process. | | | | | | | | | | | | | 5 | | | | |
| PQ-7 | Can identify self-originated communication problems | | | | | | | | | | | | | 5 | | | | |
| PQ-11 | Explain the importance of communication in the discipline of the child. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 12 | | | 3 | | | | 36 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | | 8 | | | 4 | | | | 32 | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Social Values** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520113 | | 1 | 2 | 0 | | 2 | | | 2 | | | | 2 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to acquire social values. | | | | | | | | | | | | | | | | |
| **Course content** | | | | The importance of social values, definition, theories of social values. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, problem solving | | | | | | | | | | | | | | | | |
| **References** | | | | İsen, G., & Batmaz, V. (2002). *Ben ve toplum sosyal psikoloji*. 2. Baskı. İstanbul: Om.  Kendall, D. (2001). *Sociology in our times*. 3. Edition. Australia: Wadsworth/ Thompson Learning.  Güney, S. (2011). Davranış bilimleri. 6. Basım. Ankara: Nobel.  Haydon, G. (2006). Values in education. London: Continuum International Pubblıshing Group.  Hoffman, B. (2010). Cooperative learning, character education, conflict resolution among eighth graders their teacher intervention with bullying and their experiences with cyber, physıcal and relational bullying. Doktora Tezi, Dowling College, Brookhaven, New York | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Learn the importance of social values.  PQ-2: Know the relevant theories | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 1 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 3 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 4 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Description | | | | | | | | | | | | | | | | | |
| 2 | | The importance of social values | | | | | | | | | | | | | | | | | |
| 3 | | The importance of social values | | | | | | | | | | | | | | | | | |
| 4 | | The importance of social values | | | | | | | | | | | | | | | | | |
| 5 | | Classification of Values ​​by Spranger | | | | | | | | | | | | | | | | | |
| 6 | | Classification of Values ​​according to Rokeach | | | | | | | | | | | | | | | | | |
| 7 | | Classification of Values ​​by Schwartz | | | | | | | | | | | | | | | | | |
| 8 | | Classification of Values ​​by Nelson | | | | | | | | | | | | | | | | | |
| 9 | | Love-Forbearance | | | | | | | | | | | | | | | | | |
| 10 | | Respect | | | | | | | | | | | | | | | | | |
| 11 | | Responsibility | | | | | | | | | | | | | | | | | |
| 12 | | Cooperation - Mutual aid | | | | | | | | | | | | | | | | | |
| 13 | | Kindness | | | | | | | | | | | | | | | | | |
| 14 | | Description | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Learn the importance of social values. | | | | | | | | | | | | | 5 | | | | |
| PQ-2 | Know the relevant theories | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 3 | | | 6 | | | | 18 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

**1. CLASS SPRİNG SEMESTER**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Turkısh Language II** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 8010112 | | 2 | 2 | 0 | | 2 | | | 2 | | | | 2 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | To acquire necessary knowledge and skills about the importance and proper use of Turkish Language. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Creative writing Types and characteristics of written expression. Oral expression and properties. Prepared speech (seminar, conference, debate) types. The point is the importance of written expression. Punctuation. Writing rules Expression disorders. The solution of today's language problems. Success in oral and written expression (study). | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion | | | | | | | | | | | | | | | | |
| **References** | | | | Bulgurcu, A., Kartalcık V. (2012). Türk Dili. AltınPost Yayınevi, İstanbul.  Özkan, M., Tören, H. ve Esin, O. (2001). Yüksek Öğretimde Türk Dili Yazılı ve Sözlü Anlatım, Filiz Kitabevi, İstanbul. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Learns the types of creative and instructional writing.  PQ-2 Written expression - learns oral expression and prepared speech types.  PQ-3 Understand the importance of punctuation marks and writing rules.  PQ-4 Know the expression disturbances that occur when our language is influenced by other languages.  PQ-5 Find solutions for today's language problems. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 3 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 4 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 5 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Types of creative writing (story, novel). | | | | | | | | | | | | | | | | | |
| 2 | | Types of tutorial writing (article, research, resume, petition, report). | | | | | | | | | | | | | | | | | |
| 3 | | Types and characteristics of written expression. | | | | | | | | | | | | | | | | | |
| 4 | | Oral expression and properties. | | | | | | | | | | | | | | | | | |
| 5 | | Prepared speech (seminar, conference, debate) types. | | | | | | | | | | | | | | | | | |
| 6 | | The point is the importance of written expression. | | | | | | | | | | | | | | | | | |
| 7 | | Punctuation. | | | | | | | | | | | | | | | | | |
| 8 | | Punctuation. | | | | | | | | | | | | | | | | | |
| 9 | | The pretense of writing rules. | | | | | | | | | | | | | | | | | |
| 10 | | Usage of writing rules. | | | | | | | | | | | | | | | | | |
| 11 | | Proper use of language in private or official correspondence. | | | | | | | | | | | | | | | | | |
| 12 | | Expression mistakes about words. | | | | | | | | | | | | | | | | | |
| 13 | | Expression disorders that arise because our language is influenced by other languages. | | | | | | | | | | | | | | | | | |
| 14 | | The solution of today's language problems. | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Learns the types of creative and instructional writing. | | | | | | | | | | | | | 4 | | | | |
| PQ-2 | Written expression - learns oral expression and prepared speech types. | | | | | | | | | | | | | 4 | | | | |
| PQ-3 | Understand the importance of punctuation marks and spelling rules. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 6 | | | 3 | | | | 18 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **History of Turkish Revolution and Principles of Atatürk II** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 8010122 | | 2 | 2 | 0 | | 2 | | | 2 | | | | 2 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | strategy of the Turkish revolution, the revolutions in the political field, in response to the reforms, foreign policy of the Republic of Turkey, Ataturk's Principles of Teaching geopolitical situation and issues of Turkey. | | | | | | | | | | | | | | | | |
| **Course content** | | | | The strategy of the Turkish revolution  Reforms Made in the Political Area  Reactions to the Reforms  Turkish Law Revolution  Education and Culture Revolution  Turkish Economic Revolution  Social and Cultural Area Constructed Reforms  The foreign policy of the Republic of Turkey  Geopolitics and Turkey's geopolitical situation  Ataturk's Principles | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion | | | | | | | | | | | | | | | | |
| **References** | | | | Günal, Z. ve Atabay, M. (2008). Atatürk İlkeleri ve İnkılap Tarihi. Nobel Akademik Yayıncılık. Ankara.  Turan, R., Safran, M., Hayta, N., Çakmak, M., Dönmez, C. ve Şahin, M. (2015). Atatürk İlkeleri ve İnkılap Tarihi, Yargı Yayınevi, Ankara. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Learns the types of creative and instructional writing.  PQ-2 Written expression - learns oral expression and prepared speech types.  PQ-3 Understand the importance of punctuation marks and writing rules.  PQ-4 Know the expression disturbances that occur when our language is influenced by other languages.  PQ-5 Find solutions for today's language problems. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 1 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %30 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 3 | | | | %30 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 4 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | The strategy of the Turkish revolution | | | | | | | | | | | | | | | | | |
| 2 | | The Political Area: The Abolition of the Sultanate, the Proclamation of the Republic, the Removal of the Caliphate | | | | | | | | | | | | | | | | | |
| 3 | | Reforms Made in the Political Area: Reactions to Multi-Party Life Experiments and Revolutions | | | | | | | | | | | | | | | | | |
| 4 | | Turkish Law Revolution | | | | | | | | | | | | | | | | | |
| 5 | | Turkish Law Revolution | | | | | | | | | | | | | | | | | |
| 6 | | Education and Culture Revolution | | | | | | | | | | | | | | | | | |
| 7 | | Turkish Economic Revolution | | | | | | | | | | | | | | | | | |
| 8 | | Social and Cultural Area Constructed Reforms | | | | | | | | | | | | | | | | | |
| 9 | | The foreign policy of the Republic of Turkey (1919-1960) | | | | | | | | | | | | | | | | | |
| 10 | | The foreign policy of the Republic of Turkey (1919-1960) | | | | | | | | | | | | | | | | | |
| 11 | | Geopolitics and Turkey's geopolitical situation | | | | | | | | | | | | | | | | | |
| 12 | | Ataturk's Principles, Atatürk's Principles | | | | | | | | | | | | | | | | | |
| 13 | | Ataturk's Principles: Republicanism, Nationalism, Secularism | | | | | | | | | | | | | | | | | |
| 14 | | Ataturk's Principles: Populism, Statism, Revolutionism | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Mustafa Kemal Atatürk's domestic and foreign policy. | | | | | | | | | | | | | 5 | | | | |
| PQ-2 | Ataturk explains the principles. | | | | | | | | | | | | | 5 | | | | |
| PQ-3 | Atatürk and his opinion is open to life. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 3 | | | 6 | | | | 18 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Foreıgn Language II** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 8010132 | | 2 | 2 | 0 | | 2 | | | 2 | | | | 3 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | Gaining information about foreign language. | | | | | | | | | | | | | | | | |
| **Course content** | | | | The simple past tense:  Verb complementation  The future tense with going to  Adjective review  Verb review  Talking about routines ans frequency  Gerunds  It+ınfinitive  The future tense with will  Too and enough  Before, after and when  Have to and has to  Direct and ındirect objects  Talking about the past | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | The condition of having completed the course "Foreign Language I" is required. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion. | | | | | | | | | | | | | | | | |
| **References** | | | | Kurt, M. (2009). English Grammar Today,. MK Publications, İstanbul.  Kasapoğlu, N. (2014). English Grammar, Yeniyüz Yayıncılık, Ankara.  Sertkaya, M.(1999). İngilizce Öğretiminde Temel Yaklaşımlar. XYZ Yayınları. Ankara.  Can, H.(1985). Yabancı Dil Öğretimi. Akademi Kitabevi. İstanbul.  Avşar, S.(1993). Dilbilim. Kordon Yayınları, İzmir. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Learn to use the simple past tense structure.  PQ-2 The future tense with going to learn to use structures.  PQ-3Adjective review- learn to use verb review-talking about routines ans frequency structures.  PQ-4 learns to use Gerunds - IT + Infinitive structures.  PQ-5 Too and enough- learn to use before and after- and to and has to.  Learn to use PQ-6 Direct and Indirect Objects structures.  PQ-7 learns to use Talking about the Past structure. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 1 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 3 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 4 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | The simple past tense: | | | | | | | | | | | | | | | | | |
| 2 | | Verb complementation | | | | | | | | | | | | | | | | | |
| 3 | | The future tense with going to | | | | | | | | | | | | | | | | | |
| 4 | | Adjective review | | | | | | | | | | | | | | | | | |
| 5 | | Verb review | | | | | | | | | | | | | | | | | |
| 6 | | Talking about routines ans frequency | | | | | | | | | | | | | | | | | |
| 7 | | Gerunds | | | | | | | | | | | | | | | | | |
| 8 | | It+ınfinitive | | | | | | | | | | | | | | | | | |
| 9 | | The future tense with will | | | | | | | | | | | | | | | | | |
| 10 | | Too and enough | | | | | | | | | | | | | | | | | |
| 11 | | Before, after and when | | | | | | | | | | | | | | | | | |
| 12 | | Have to and has to | | | | | | | | | | | | | | | | | |
| 13 | | Direct and ındirect objects | | | | | | | | | | | | | | | | | |
| 14 | | Talking about the past | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Too and enough- before, after and when- have to and to learn to use. | | | | | | | | | | | | | 4 | | | | |
| PQ-2 | Learn to use Direct and Indirect Objects structures. | | | | | | | | | | | | | 4 | | | | |
| PQ-3 | Learn to use Talking about the Past structure. | | | | | | | | | | | | | 4 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 3 | | | 6 | | | | 18 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Basic Chemistry** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520108 | | 2 | 2 | 0 | | 2 | | | 2 | | | | 3 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | It is aimed to gain proficiency in derste student, mass and volume measurement, to examine physical and chemical changes, to examine liquids. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Material properties and measurement, atom and atomic theory, chemical compounds, chemical reactions, reactions in aqueous solution. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Demonstration, presentation, problem solving, question and answer, brain storming, group work, discussion, practical demonstration, observation in real life environments, sightseeing, research, interview, project preparation, experiment, application. | | | | | | | | | | | | | | | | |
| **References** | | | | Sevinç, V., Şengil, İ.A., & Aydın, A.O.(2003). Temel Kimya. Aşiyan Yayıncılık, İstanbul.  Challoner, J.(2006). Kimya. TÜBİTAK Yayınları, Ankara.  Akgün, A.,Divrikli, Ü., Kendüzler, E., Sayılkan, H., & Saraçoğlu, S.(2010). Genel Kimya 3. Pegem Akademik Yayıncılık, İstanbul. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Know basic chemistry concepts. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | | 1 | | | | %20 | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 2 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %60 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 1 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Basic Chemistry Concepts. | | | | | | | | | | | | | | | | | |
| 2 | | Item Specifications | | | | | | | | | | | | | | | | | |
| 3 | | Item Specifications | | | | | | | | | | | | | | | | | |
| 4 | | Substance Measurement | | | | | | | | | | | | | | | | | |
| 5 | | Substance Measurement | | | | | | | | | | | | | | | | | |
| 6 | | Atom and atomic theory | | | | | | | | | | | | | | | | | |
| 7 | | Atom and atomic theory | | | | | | | | | | | | | | | | | |
| 8 | | Chemical compounds | | | | | | | | | | | | | | | | | |
| 9 | | Chemical compounds | | | | | | | | | | | | | | | | | |
| 10 | | Chemical reactions | | | | | | | | | | | | | | | | | |
| 11 | | Chemical reactions | | | | | | | | | | | | | | | | | |
| 12 | | Reactions in aqueous solution | | | | | | | | | | | | | | | | | |
| 13 | | Reactions in aqueous solution | | | | | | | | | | | | | | | | | |
| 14 | | Application | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Know basic chemistry concepts.  . | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 10 | | | 3 | | | | 30 | |
| Projects | | | | | | | | | 19 | | | 2 | | | | 38 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Child Development II** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520102 | | 2 | 2 | 2 | | 0 | | | 2 | | | | 4 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | Teaching of personality development, emotional development, social development, moral development, sexual development. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Personality development. Emotional development. Social development. Moral development. Sexual development. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | The condition of having completed the course "Child Development I" is required. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion, case study | | | | | | | | | | | | | | | | |
| **References** | | | | Boyd, D., & Bee, H. (2009). Çocuk Gelişim Psikolojisi, Kaknüs Yayınları, İstanbul.  San Bayhan P., & Artan, İ. (2005). Çocuk Gelişimi ve Eğitimi, Morpa Yayınları. Ankara.  Çocuk Gelişimi ve Eğitimi Dizisi. Morpa Kültür Yayınları. İstanbul.  Budak, E.& Akbaş, A.(2006). Okul Öncesi Çocuğun Gelişimi ve Eğitimi. Pozitif Yayıncılık. İstanbul.  Ataman, A. (2005). Gelişim ve Öğrenme. Gündüz Eğitim Yayınları, Ankara.  Senemoğlu, N. (2010). Gelişim. Öğrenme ve Öğretim: Kuramdan Uygulamaya (17. baskı). Pegem-A Yayıncılık. Ankara. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Have knowledge about personality development.  PQ-2 Learns emotional development.  PQ-3 Explains social development.  PQ-4 Learn moral development.  PQ-5 Have knowledge about sexual development. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 3 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | | 1 | | | | %10 | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %10 | | | | | |
| Projects | | | | | | 1 | | | | %20 | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 5 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Personality development. | | | | | | | | | | | | | | | | | |
| 2 | | Personality development. | | | | | | | | | | | | | | | | | |
| 3 | | Personality development. | | | | | | | | | | | | | | | | | |
| 4 | | Emotional development. | | | | | | | | | | | | | | | | | |
| 5 | | Emotional development. | | | | | | | | | | | | | | | | | |
| 6 | | Emotional development. | | | | | | | | | | | | | | | | | |
| 7 | | Social development. | | | | | | | | | | | | | | | | | |
| 8 | | Social development. | | | | | | | | | | | | | | | | | |
| 9 | | Social development. | | | | | | | | | | | | | | | | | |
| 10 | | Moral development. | | | | | | | | | | | | | | | | | |
| 11 | | Moral development. | | | | | | | | | | | | | | | | | |
| 12 | | Sexual development. | | | | | | | | | | | | | | | | | |
| 13 | | Sexual development. | | | | | | | | | | | | | | | | | |
| 14 | | Sexual development. | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-2 | Learn emotional development. | | | | | | | | | | | | | 5 | | | | |
| PQ-3 | They explain social development. | | | | | | | | | | | | | 5 | | | | |
| PQ-4 | Learn moral development. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 4 | | | 6 | | | | 24 | |
| Projects | | | | | | | | | 1 | | | 28 | | | | 28 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | | 1 | | | 16 | | | | 16 | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Anthropology** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520104 | | 2 | 2 | 0 | | 2 | | | 2 | | | | 3 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | Definition and study of anthropology, concept of culture, basic theories of anthropology, place of man in the world of life, primates, human evolution, human social change, pre-industrial life, city and state, social gender and relations, and teaching of communication topics. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Description and study of anthropology. The concept of culture. Basic anthropological theories. The place of man in the world of living things. Primates. Human evolution. Social change of man. Pre-industrial life. City and state. Social gender and relationships. Religion and holy. Language and communication. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, discussion, case study | | | | | | | | | | | | | | | | |
| **References** | | | | Çınar, A. (2012). Antropolojiye Giriş, Emin Yayınları, Bursa.  Tezcan, M. (2011). Kültürel Antropolojiye Giriş, Maya Akademi, Ankara.  Kottak, P. C. (2001). Antropoloji: İnsan Çeşitliliğine Bir Bakış. ÜtoPQa Yayınevi.  Güvenç, B. (1991). İnsan ve Kültür. Remzi Yayınevi, İstanbul.  Özbek, M. (2000). Dünden Bugüne İnsan, İmge Yayınevi, Ankara. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 makes the definition of anthropology.  PQ-2 Explains the relationship with other sciences.  PQ-3 Recognize the importance of human life.  PQ-4 Learns the effects on human life. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 3 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %20 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 2 | | | | %20 | | | | | |
| Projects | | | | | | 2 | | | | %20 | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 5 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Description and study of anthropology. | | | | | | | | | | | | | | | | | |
| 2 | | The concept of culture. | | | | | | | | | | | | | | | | | |
| 3 | | Basic anthropological theories. | | | | | | | | | | | | | | | | | |
| 4 | | The place of man in the world of living things. | | | | | | | | | | | | | | | | | |
| 5 | | Primates. | | | | | | | | | | | | | | | | | |
| 6 | | Human evolution. | | | | | | | | | | | | | | | | | |
| 7 | | Social change of man. | | | | | | | | | | | | | | | | | |
| 8 | | Pre-industrial life. | | | | | | | | | | | | | | | | | |
| 9 | | City and state. | | | | | | | | | | | | | | | | | |
| 10 | | Social gender and relationships. | | | | | | | | | | | | | | | | | |
| 11 | | Social gender and relationships. | | | | | | | | | | | | | | | | | |
| 12 | | Religion and holy. | | | | | | | | | | | | | | | | | |
| 13 | | Language and communication. | | | | | | | | | | | | | | | | | |
| 14 | | Language and communication | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-2 | It explains the relationship with other science branches. | | | | | | | | | | | | | 4 | | | | |
| PQ-3 | Learn the importance of human life. | | | | | | | | | | | | | 5 | | | | |
| PQ-4 | Learn influences on human life. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 6 | | | 6 | | | | 36 | |
| Projects | | | | | | | | | 4 | | | 8 | | | | 32 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Physiology** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520106 | | 2 | 2 | 0 | | 2 | | | 2 | | | | 3 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional () | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | Introduction to physiology, cell physiology, nerve physiology, muscle physiology, blood physiology, systems and physiology. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Introduction to physiology. Cell physiology. Nerve physiology. Muscle physiology. Blood physiology. Systems and physiology | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question and answer, demonstration, experiment | | | | | | | | | | | | | | | | |
| **References** | | | | Koz, M. (2011). Fizyoloji Ders Kitabı, Nobel Akademik Yayıncılık, Ankara.  Noyan, A.(1993).Yaşamda ve Hekimlikte Fizyoloji. Metaksan, Ankara. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1 Learn basic physiological concepts.  PQ-2 Learn how the human body works.  PQ-3 Learns cell physiology.  PQ-4 Learn neural physiology.  PQ-5 Learn muscle physiology.  PQ-6 Learns the physiology of blood.  PQ-7 Learns circulatory physiology.  PQ-8 Learn respiratory physiology.  PQ-9 Learns digestion-metabolism physiology.  PQ-10 Learns physiology of excretion.  PQ-11 Learn sensory physiology.  PQ-12 Learns central nervous system physiology.  PQ-13 Learn endocrine physiology. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %30 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 1 | | | | %10 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 2 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %24 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 1 | | | | %20 | | | | | |
| Projects | | | | | | 1 | | | | %16 | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 2 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Introduction to physiology. | | | | | | | | | | | | | | | | | |
| 2 | | Cell physiology. | | | | | | | | | | | | | | | | | |
| 3 | | Nerve physiology. | | | | | | | | | | | | | | | | | |
| 4 | | Muscle physiology. | | | | | | | | | | | | | | | | | |
| 5 | | Blood physiology. | | | | | | | | | | | | | | | | | |
| 6 | | Circulatory system physiology. | | | | | | | | | | | | | | | | | |
| 7 | | Circulatory system physiology. | | | | | | | | | | | | | | | | | |
| 8 | | Respiratory system physiology. | | | | | | | | | | | | | | | | | |
| 9 | | Digestive system and metabolism physiology. | | | | | | | | | | | | | | | | | |
| 10 | | Digestive system and metabolism physiology. | | | | | | | | | | | | | | | | | |
| 11 | | Excretory system physiology. | | | | | | | | | | | | | | | | | |
| 12 | | Endocrine system physiology. | | | | | | | | | | | | | | | | | |
| 13 | | Sense system physiology. | | | | | | | | | | | | | | | | | |
| 14 | | Central nervous system physiology. | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-11 | Learn sensory physiology. | | | | | | | | | | | | | 3 | | | | |
| PQ-12 | Learn central nervous system physiology. | | | | | | | | | | | | | 3 | | | | |
| PQ-13 | Learn endocrine physiology. | | | | | | | | | | | | | 3 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 2 | | | 19 | | | | 38 | |
| Projects | | | | | | | | | 2 | | | 15 | | | | 30 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Child and Media** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520110 | | 2 | 2 | 0 | | 2 | | | 2 | | | | 4 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to learn about children and the media. | | | | | | | | | | | | | | | | |
| **Course content** | | | | The functions of the media (news and information- socialization- promotion), the functions of the media (spreading, developing and promoting culture- ensuring integration in society), the functions of the media (creating the environment of stimulation- debate), media tools (newspaper- media effects (television), the effect of television on children's social development, the effect of television on the physical and mental health of children, the influence of television on children's behavior, the effect of television on real and extraordinary distinction, media tools (Internet) | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study. | | | | | | | | | | | | | | | | |
| **References** | | | | Neil Postman, N. (1995). Çocukluğun Yokoluşu, (Çev: Kemal İnal), İmge Yayınevi, İstanbul.  Alankuş, S. (2012). Çocuk Odaklı Habercilik, IPS İletişim Vakfı Yayınları, İstanbul. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Explains the functions of the media.  PQ-2: Has information about media tools.  PQ-3: Learn how the media can control children | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | |  | | | |  | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %60 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 1 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Functions of the media (news and information - socialization - adventure). | | | | | | | | | | | | | | | | | |
| 2 | | The functions of the media (Education - Cultivating, developing and promoting culture - Ensuring integration in society). | | | | | | | | | | | | | | | | | |
| 3 | | Functions of the media (creating a stimulation-discussion environment). | | | | | | | | | | | | | | | | | |
| 4 | | Media tools (newspaper - magazine - radio). | | | | | | | | | | | | | | | | | |
| 5 | | Media tools (Television). | | | | | | | | | | | | | | | | | |
| 6 | | The effect of television on children's social development. | | | | | | | | | | | | | | | | | |
| 7 | | Television affects children's physical and mental health. | | | | | | | | | | | | | | | | | |
| 8 | | The effect of television on the behavior of the child. | | | | | | | | | | | | | | | | | |
| 9 | | The effect of television to distinguish real and boyhood. | | | | | | | | | | | | | | | | | |
| 10 | | Media tools (Internet). | | | | | | | | | | | | | | | | | |
| 11 | | Media tools (Internet). | | | | | | | | | | | | | | | | | |
| 12 | | Supervision of the media for children. | | | | | | | | | | | | | | | | | |
| 13 | | Media literacy. | | | | | | | | | | | | | | | | | |
| 14 | | Media literacy. | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Explains the functions of the media.   tools. | | | | | | | | | | | | | 5 | | | | |
| PQ-2 | Has information about media tools. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 6 | | | 2 | | | | 12 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | | 14 | | | 4 | | | | 56 | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Democracy Education and Children's Rights in Preschool** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520112 | | 2 | 2 | 0 | | 2 | | | 2 | | | | 4 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | The aim of the course is to get information about the concepts of child rights and democracy. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Democracy concept, democracy education before school, children's rights, environmental environment in children's rights, examples of activities related to children's rights, giving children awareness of citizenship. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study. | | | | | | | | | | | | | | | | |
| **References** | | | | Deveci, H. (2011). Okulöncesinde Demokrasi Eğitimi Ve Çocuk Hakları. Anadolu Üniversitesi Yayınları, Eskişehir.  Akyüz, E. (2002). Ulusal ve Uluslar arası Hukukta Çocukların Haklarının ve Yüksek yararının Korunması. Ankara.  Öztürk, M. (2011). Çocuk Hakları Açısından Çocuk İhmali ve İstismarı, Anne Baba ve Öğretmenler İçin El Kitabı, Çocuk Vakfı Yayınları, İstanbul | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Defines democracy and knows its scope.  PQ-2: Explains the basic concepts of children's rights and learns about the children's rights conventions.  PQ-3: in the world and in Turkey learn the development of education for democracy.  PQ-4: Knowing democracy education and children's rights in preschool.  PQ-5: Prepare educational environments for democracy education and children's rights in early childhood education.  PQ-6: At school, democracy education and children's rights education environment have knowledge about environmental school and family cooperation.  PQ-7: Prepare examples of activities related to democracy education and child rights in early childhood.  PQ-8: Learns to give citizenship awareness to children in early childhood. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | |  | | | |  | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %60 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 1 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | Definition and scope of democracy | | | | | | | | | | | | | | | | | |
| 2 | | Basic concepts on child rights and children's rights conventions | | | | | | | | | | | | | | | | | |
| 3 | | Basic concepts on child rights and children's rights conventions | | | | | | | | | | | | | | | | | |
| 4 | | Turkey and the world from the development of democracy education | | | | | | | | | | | | | | | | | |
| 5 | | Democracy education and child rights before school | | | | | | | | | | | | | | | | | |
| 6 | | Democracy education and child rights before school | | | | | | | | | | | | | | | | | |
| 7 | | Democracy education and children's rights education | | | | | | | | | | | | | | | | | |
| 8 | | Democracy education and children's rights education | | | | | | | | | | | | | | | | | |
| 9 | | Democracy education and environment education in the children's rights education | | | | | | | | | | | | | | | | | |
| 10 | | Democracy education and environment education in the children's rights education | | | | | | | | | | | | | | | | | |
| 11 | | Examples of activities related to democracy education and child rights before school | | | | | | | | | | | | | | | | | |
| 12 | | Examples of activities related to democracy education and child rights before school | | | | | | | | | | | | | | | | | |
| 13 | | Providing children with citizenship awareness | | | | | | | | | | | | | | | | | |
| 14 | | Providing children with citizenship awareness | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Defines democracy and knows its scope. | | | | | | | | | | | | | 5 | | | | |
| PQ-2 | Explains the basic concepts of child rights and learns children's rights conventions. | | | | | | | | | | | | | 5 | | | | |
| PQ-3 | In the world and in Turkey learn the development of education for democracy. | | | | | | | | | | | | | 5 | | | | |
| PQ-6 | At school, democracy education and child rights education environments have knowledge about environmental school and family cooperation. | | | | | | | | | | | | | 5 | | | | |
| PQ-7 | At the beginning of the school, they prepare examples of activities related to democracy education and children's rights. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 9 | | | 2 | | | | 18 | |
| Projects | | | | | | | | | 10 | | | 5 | | | | 50 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Health Science Faculty | | | | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | | | | |
| **Course Name** | | | | **Methods of Diagnosis Children** | | | | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** | | | |
| 3520114 | | 2 | 2 | 0 | | 2 | | | 2 | | | | 2 | | | |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree () Doctorate ( ) | | | | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X) | | | | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | | | | |
| **Course objective** | | | | Knowledge of child recognition techniques and the use of appropriate recognition techniques. | | | | | | | | | | | | | | | | |
| **Course content** | | | | Explains the purpose and importance of the individual definition, explains the definition of the children with different dimensions, lists the principles of recognition of the children, explains the techniques used in the definition of the children, discusses the properties of the portfolio that should be kept in the preschool period and chooses the appropriate technique for the purpose of the child's recognition techniques. | | | | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, discussion, question-answer, case study. | | | | | | | | | | | | | | | | |
| **References** | | | | Aiken, R.Lewis, (1995). Personality Assesment Methods and Practices. Hogrefe&Huber Publishers. Seatle.  Anastasi, A.(1988). Psychological Testing.Macmillan Publishing Company. New York.  Özgüven, İ.E.(1995) Bireyi Tanıma Teknikleri. Sistem Yayıncılık, Ankara  Smith, P. Cowie, H; Bladesim (2004). Understanding childrens development. BlackwellPublishing.  Malchiodi,C. A. (2005).Çocukların Resimlerini Anlamak. Çev.Yurtbay, T. Epsilon Yayıncılık, İstanbul.  Chabert, C. ve Anzıeu (2004). Projektif Yöntemler. Çev. Kolbay, B. Bağlam Ders Kitapları,İstanbul.  Öktem, F. (2008). Oyun Terapisi. Ben hasta değilim. Edit. Ekşi, A. Nobel Yayınevi, İstanbul.  Yavuzer, H. (2005).Resimleriyle Çocuk. Remzi kitapevi, İstanbul.  Aıxlıne, V. (1993) .Benliğini Arayan Çocuk. Çev. Besin,E., Erek Çocuk Klubü Yayınevi, İstanbul. | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ-1: Explains the purpose and significance of the individual's definition.  PQ- 2: Explains how to identify children with different dimensions.  PQ- 3: Lists the principles of recognition of children.  PQ- 4: Explains the techniques used in the definition of children.  PQ: 5: Discusses the properties of the portfolio that should be kept in preschool period.  PQ 6: Applies the technique appropriate for the purpose of the child recognition techniques and the child's development level. | | | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | |  | | | |  | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratuvary | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Semester total** | | | | | | 1 | | | | %40 | | | | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | | | | |
| Exams | | | | | | 1 | | | | %40 | | | | | |
| Application | | | | | |  | | | |  | | | | | |
| Field activities | | | | | |  | | | |  | | | | | |
| Homework assignment | | | | | | 3 | | | | %20 | | | | | |
| Projects | | | | | |  | | | |  | | | | | |
| Laboratory | | | | | |  | | | |  | | | | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | | | | |
| **Term total** | | | | | | 4 | | | | %60 | | | | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | | | |
| 1 | | The purpose and definition of the individual | | | | | | | | | | | | | | | | | |
| 2 | | Knowing children with different dimensions    For health reasons    Family-oriented | | | | | | | | | | | | | | | | | |
| 3 | | Principles of recognizing children | | | | | | | | | | | | | | | | | |
| 4 | | Techniques used in the identification of children      Non-test techniques       Observation (Observation List, Event Record, Rating Scale) | | | | | | | | | | | | | | | | | |
| 5 | | Self-explanation techniques (Interview, Questionnaire) | | | | | | | | | | | | | | | | | |
| 6 | | Techniques used in the identification of children  tests | | | | | | | | | | | | | | | | | |
| 7 | | Development scales | | | | | | | | | | | | | | | | | |
| 8 | | Development scales | | | | | | | | | | | | | | | | | |
| 9 | | Group intelligence tests | | | | | | | | | | | | | | | | | |
| 10 | | Projective tests | | | | | | | | | | | | | | | | | |
| 11 | | Recognizing children through play Play theraPQ | | | | | | | | | | | | | | | | | |
| 12 | | Recognizing children through pictures | | | | | | | | | | | | | | | | | |
| 13 | | Home visits | | | | | | | | | | | | | | | | | |
| 14 | | Bulk files that should be kept in the preschool period | | | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Explains the purpose and importance of the individual's definition. | | | | | | | | | | | | | 5 | | | | |
| PQ-6 | The child chooses the appropriate technique for the purpose of the recognition techniques and the child's development level. | | | | | | | | | | | | | 5 | | | | |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | | | | | | | | | | | | | | | | | |
| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | | | 14 | | | 2 | | | | 28 | |
| Practice | | | | | | | | |  | | |  | | | |  | |
| Homework/ Seminar | | | | | | | | | 3 | | | 6 | | | | 18 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Final exam | | | | | | | | | 1 | | | 2 | | | | 2 | |
| Other (…………………………………………………………..) | | | | | | | | |  | | |  | | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 50 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 2 | |