**3TH SEMESTER**

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Developmental Psychology I** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520201 | | 3 | 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 concepts and theories about development, critical periods of development, stages of development, research methods that used in developmental psychology. | | | | | | | | | |
| **Course content** | | Different perspectives on child development. Topics discussed in developmental psychology. Development psychology research methods. Development theories. Learning theories. Humanist theories. Cognitive theories. Ecological theories. Basic concepts - principles and developmental periods. Physical development. Devine development. Sexual development. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Oral presentation, brain storming, discussion, case study method, working in pair and groups demonstration | | | | | | | | | |
| **References** | | Ergin, H. (2011). Gelişim Psikolojisi. Ed. : Hatice Ergin, Armağan Yıldız., Nobel Akademik Yayıncılık. Ankara.  Topses, G. (2003). Gelişim ve Öğrenme Psikolojisi, Akademik Yayıncılık. Ankara.  İnanç. B. Y., Bilgin. M. & Atıcı, M. K. (2007). Gelişim Psikolojisi- Çocuk ve Ergen Gelişimi. Pegem A Yayıncılık. Ankara.  Onur, B. (2008). Gelişim Psikolojisi Yetişkinlik, Yaşlılık. Ölüm. İmge Kitabevi Yayınları. Ankara. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully; PQ-1 Have a different perspective on child development. PQ-2 Learns the topics discussed in developmental psychology. PQ-3 Know research methods in developmental psychology. PQ-4 Learn development-learning-humanist-cognitive and ecological theories. PQ-5 Basic concepts - knows the principles and development periods. PQ-6 Learns physical development and 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 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Different perspectives on child development. |
| 2 | Different perspectives on child development. |
| 3 | Topics discussed in developmental psychology. |
| 4 | Topics discussed in developmental psychology. |
| 5 | Development psychology research methods. |
| 6 | Development theories. |
| 7 | Learning theories. |
| 8 | Humanist theories. |
| 9 | Cognitive theories. |
| 10 | Ecological theories. |
| 11 | Basic concepts - principles and developmental periods. |
| 12 | Physical development. |
| 13 | Devine development. |
| 14 | Sexual development. |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-2 | Learns the issues discussed in developmental psychology. | 4 |
| PQ-3 | Know research methods in developmental psychology. | 3 |
| PQ-4 | Learning development-learning-humanist-cognitive and ecological theories. | 4 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **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 |

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|  | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Parent Education and Family Participation** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520203 | | 3 | 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** | | In the development and education of the child, the importance of family education, parental attitudes, programs for family education in early childhood, school family communication and cooperation, family participation, family participation strategies, family participation in the education of children with special needs, families of children with adaptation problems and problem behaviors study, working with families from different cultural backgrounds, teaching their children about their participation in pre-school education. | | | | | | | | | |
| **Course content** | | Prevention of family education in child development and education. Parental attitudes. Programs for family education in early childhood. School family communication and cooperation. Family involvement. Family involvement in the education of children with special needs. Working with families of children with adaptive problems and exhibiting problem behaviors. Working with families from different cultural backgrounds. Providing fathers' participation in pre-school education. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, question and answer, discussion, case study | | | | | | | | | |
| **References** | | Aktaş Arnas Y. (2011) Aile Eğitimi Ve Okulöncesinde Aile Katılımı” Vize Yayıncılık. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully; PQ-2 Understand the importance of family education in child development and family education. PQ-3 Know your parents' attitudes. PQ-4 Learns about early childhood programs for family education. PQ-5 The school learns how to conduct family communication and cooperation. PQ-6 Know family participation and family participation strategies. PQ-7 Family participation plans. PQ-8 Learn how to make family participation in the education of children with special needs. PQ-9 Learn how children with adjustment problems and problem behaviors work with their families and with families from different cultural backgrounds. PQ-10 Have the knowledge of providing the participation of father and father in the importance of the participation of the father in preschool education. | | | | | | | | | |
| **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 | | 20 | |
| Application | | | | |  | |  | |
| Field activities | | | | |  | |  | |
| Homework assignment | | | | |  | |  | |
| Projects | | | | | 1 | | 40 | |
| Laboratory | | | | |  | |  | |
| Other (………………………..…..….) | | | | |  | |  | |
| **Term total** | | | | | 2 | | 60 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | The importance of education in the family and in the educational development of the child. |
| 2 | Parental attitudes. |
| 3 | Programs for family education in early childhood. |
| 4 | Programs for family education in early childhood. |
| 5 | School family communication and cooperation. |
| 6 | Family involvement. |
| 7 | Family participation strategies. |
| 8 | Examining and planning examples of family involvement. |
| 9 | Examining and planning examples of family involvement. |
| 10 | Family involvement in the education of children with special needs. |
| 11 | Working with families of children with adaptive problems and exhibiting problem behaviors. |
| 12 | Working with families from different cultural backgrounds. |
| 13 | Providing fathers' participation in pre-school education. |
| 14 | Providing fathers' participation in pre-school education. |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-7 | Family involvement plans. | 5 |
| PQ-8 | Learn to perform family participation in the education of children with special needs. | 5 |
| PQ-9 | Learn how children with adjustment problems and problem behaviors work with their families and with families from different cultural backgrounds. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **WORKLOAD AND ECTS CALCULATION** | | | |
| **Activities** | **Quantity** | **Duration hour)** | **Total Work Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar |  |  |  |
| Projects | 1 | 43 | 43 |
| 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)** | | | 75 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | 3 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Physical Development** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520205 | | 3 | 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** | | Providing the knowledge of physical development characteristics at different ages and the relation of physical development to other developmental areas. | | | | | | | | | |
| **Course content** | | Definition and precaution.  Prenatal period  Newborn period.  Growth and development in infancy and childhood.  Growth and development after six years.  Growth and development in adolescence.  Great muscle motor development.  Small muscle motor development.  Examples of activities that can be used to support motor skills in preschool children.  Gymnastics.  Motor development in school age.  Relation of physical development to other developmental areas. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, question and answer, discussion, case study | | | | | | | | | |
| **References** | | Özer, D. S. & Özer, K. (2014). Çocuklarda Motor Gelişim, Nobel Akademik Yayıncılık. Ankara.  Boyd, D. & Bee, H. (2009). Çocuk Gelişim Psikolojisi, Kaknüs Yayınları, İstanbul.  Bilgin, M., Yazgan İnanç, B. & Kılıç Atıcı, M. (2015). Gelişim Psikolojisi, Çocuk ve Ergen Gelişimi. Pegem Akademi Yayıncılık, Ankara. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ-1 Defines physical development.  PQ- 2 To understand the importance.  PQ-3 Learns physical growth and motor development.  PQ-4 Explains the relationship between physical development and other developmental areas | | | | | | | | | |
| **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 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Definition and precaution. |
| 2 | Physical growth (prenatal period). |
| 3 | Newborn period. |
| 4 | Growth and development in infancy and childhood. |
| 5 | The development of the teeth. |
| 6 | Growth and development after six years. |
| 7 | Growth and development in adolescence. |
| 8 | Growth and development in adolescence. |
| 9 | Great muscle motor development. |
| 10 | Small muscle motor development. |
| 11 | Examples of activities that can be used to support motor skills in preschool children. |
| 12 | Gymnastics. |
| 13 | Motor development in school age. |
| 14 | Relation of physical development to other developmental areas. |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-2 | To understand the importance. | 4 |
| PQ-3 | Learns physical growth and motor development. | 4 |
| PQ-4 | Explain the relationship of physical development to other developmental areas | 4 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **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 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Social Service Practices** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520207 | | 3 | 2 | 2 | 4 | | 3 | | 4 |
| **Level of course unit** | | Associate degree ( ) Bachelor’s (X ) Master's Degree ( ) Doctorate ( ) | | | | | | | | | |
| **Course type** | | Must ( X ) Optional ( ) | | | | | | | | | |
| **Instructor (s)** | |  | | | | | | | | | |
| **Course objective** | | The importance of community service society, identify current problems and prepare the project to solve them, take part as volunteers in various projects of social responsibility, impart basic knowledge and skills for implementation in schools of public service work. | | | | | | | | | |
| **Course content** | | Objectives, principles and importance.  Theoretical basis.  Turkey's applications and services to society in the world.  community service practices in training programs.  Design and evaluation of community service.  The functioning of the lecture service applications course and E-portfolio applications.  Identification of institutions and guidance teachers to be implemented.  Application process. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, question and answer, discussion, case study | | | | | | | | | |
| **References** | | Coşkun, H. (2011). Topluma Hizmet Uygulamaları. Anı Yayınları, İstanbul.  Şeker, A.(2009). Topluma Hizmet Uygulamaları. Nobel Akademik Yayıncılık, İstanbul.  Çiftçi, B.(2009). Topluma Hizmet Uygulamaları. PegemAkademik Yayıncılık, İstanbul. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PY-1 Know the basic concepts related to community services.  PY-2 Objective and understand the importance.  PY-3 Know the theoretical bases.  PY-4 In Turkey and the world knows their community service applications.  PY-5 Learns collective service applications in educational programs.  PY-6 Project prepares and evaluates.  PY-7 Makes E-portfolio applications.  PY-8 Makes application  PY-9 Makes the evaluation | | | | | | | | | |
| **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 | | 30 | |
| Application | | | | |  | |  | |
| Field activities | | | | |  | |  | |
| Homework assignment | | | | | 1 | | 30 | |
| Projects | | | | |  | |  | |
| Laboratory | | | | |  | |  | |
| Other (………………………..…..….) | | | | |  | |  | |
| **Term total** | | | | | 2 | | 60 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Basic concepts. |
| 2 | Purpose, principles and precaution. |
| 3 | Theoretical basis. |
| 4 | Turkey's applications and services to society in the world. |
| 5 | community service practices in training programs. |
| 6 | Design and evaluation of community service. |
| 7 | The functioning of the lecture service applications course and E-portfolio applications. |
| 8 | Identification of institutions and guidance teachers to be implemented. |
| 9 | Application process. |
| 10 | Application process. |
| 11 | Application process. |
| 12 | Application process. |
| 13 | Application process. |
| 14 | Evaluation. |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-3 | You understand its purpose and importance. | 5 |
| PQ-9 | Practice makes | 5 |
| PQ-10 | It makes an assessment. | 5 |
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| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **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 | 4 | 13 | 52 |
| Projects |  |  |  |
| 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 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Biostatistics** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520209 | | 3 | 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** | | Basic concepts related to biostatistics, summarization of data, tables and graphs, normal distribution, standard normal distribution and reference interval, basic biostatistical indicators used in quality assessment of health services, blood-based medicine, clinical research planning, comparison of two independent samples, comparison of two dependent samples, correlation and regression, survival analysis, risk statistics. | | | | | | | | | |
| **Course content** | | Basic concepts.  Summarizing the data, tables and graphs.  Normal distribution, standard normal distribution and reference interval.  Basic biostatistical indicators used in the quality assessment of health services.  Medicine based on blood.  Clinical research planning.  Comparison of two independent samples.  Comparison of two dependent samples.  Correlation and regression.  Survival analysis.  Risk statistics. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, question and answer, discussion, case study | | | | | | | | | |
| **References** | | Özdamar, K. (2001). SPSS ile Biyoistatistik. Kaan Kitabevi. Eskişehir.  Sümbüloğlu, K. &Sümbüloğlu. V. (2000). Biyoistatistik. SomgürYayıncılık.Ankara.  Dişçi, R. (2008). Temel ve Klinik Biyoistatistik, İstanbul Medikal Yayıncılık. İstanbul. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ-1 Explains the basic concepts related to biostatistics.  PQ-2 Learn data editing.  PQ-3 Can evaluate the data.  PQ-4 Explains the frequency distributions.  PQ-5 Know statistical analysis methods.  PQ-6 Interprets the data. | | | | | | | | | |
| **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 | | 20 | |
| Application | | | | |  | |  | |
| Field activities | | | | |  | |  | |
| Homework assignment | | | | |  | |  | |
| Projects | | | | | 1 | | 40 | |
| Laboratory | | | | |  | |  | |
| Other (………………………..…..….) | | | | |  | |  | |
| **Term total** | | | | | 2 | | 60 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Basic concepts. |
| 2 | Basic concepts. |
| 3 | Summarizing the data, tables and graphs. |
| 4 | Summarizing the data, tables and graphs. |
| 5 | Normal distribution, standard normal distribution and reference interval. |
| 6 | Basic biostatistical indicators used in the quality assessment of health services. |
| 7 | Medicine based on blood. |
| 8 | Clinical research planning. |
| 9 | Comparison of two independent samples. |
| 10 | Comparison of two dependent samples. |
| 11 | Correlation and regression. |
| 12 | Survival analysis. |
| 13 | Risk statistics. |
| 14 | Risk statistics. |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Explains the basic concepts related to biostatistics. | 4 |
| PQ-5 | Know statistical analysis methods. | 4 |
| PQ-6 | It interprets the data. | 4 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **WORKLOAD AND ECTS CALCULATION** | | | |
| **Activities** | **Quantity** | **Duration hour)** | **Total Work Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar |  |  |  |
| Projects | 1 | 43 | 43 |
| 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)** | | | 75 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | 3 |

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|  | | | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Faculty of Health Sciences | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Drama** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 3520211 | | 3 | 1 | 2 | | 3 | | | 2 | | | | 4 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must (X ) Optional ( ) | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | The effects of drama on child development, concepts related to drama, techniques and methods used in drama, features of appropriate place to perform drama applications, leader's role in drama applications, drama activity examples, drama activity examples and evaluation. | | | | | | | | | | | | | |
| **Course content** | | | | The impact of the drama on child development.  Basic concepts in drama.  The history of dramatic education in our country.  Leader and participant in the drama.  Medium media and tools.  Application steps in the drama.  Creativity and drama.  Art education and drama  Drama in preschool education.  Drama in special education and mainstreaming education.  Sharing event instances.  Workshop studies. | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question-answer, discussion, case study, demonstration, group work, role playing-animation-improvisation | | | | | | | | | | | | | |
| **References** | | | | Adıgüzel, Ö. (2015). Eğitimde Yaratıcı Drama, “7. Baskı”, Pegem Akademi. Ankara.  Akoğuz, A. & Akoğuz, M. (2011). Okul Öncesi ve İlköğretim için Yaratıcı Drama Etkinlikleri, Final Yayınevi, İstanbul  Önder, A.(2000). Yaşayarak Öğrenme için Eğitici Drama - Kuramsal Temellerle Uygulama Teknikleri ve Örnekleri. Epsilon Yayınevi.  Üstündağ, T.(2000).Yaratıcı Drama Öğretmenin Günlüğü. Pegem Yayıncılık. Ankara.  Gönen, M. & Dalkılıç. N. (1998).Çocuk Eğitiminde Drama. Epsilon Yayınevi. İstanbul. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;  PQ -1 Explains the concepts related to drama.  PQ-2 Learns techniques and methods to be used in drama. PQ-3 Know the properties of the appropriate space where drama applications will be performed.  PQ-4 They reveal the role of the leader in drama practice.  PQ-5 Creates drama activity examples.  PQ-6 Drama activity examples apply.  PQ-7 It makes an assessment. | | | | | | | | | | | | | |
| **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 | | | | 30 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | | 1 | | | | 30 | | |
| Projects | | | | | |  | | | |  | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 2 | | | | 60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | The impact of the drama on child development. | | | | | | | | | | | | | | | |
| 2 | | Basic concepts in drama. | | | | | | | | | | | | | | | |
| 3 | | The history of dramatic education in our country. | | | | | | | | | | | | | | | |
| 4 | | Leader and participant in the drama. | | | | | | | | | | | | | | | |
| 5 | | Medium media and tools. | | | | | | | | | | | | | | | |
| 6 | | Application steps in the drama. | | | | | | | | | | | | | | | |
| 7 | | Creativity and drama. | | | | | | | | | | | | | | | |
| 8 | | Art education and drama | | | | | | | | | | | | | | | |
| 9 | | Drama in preschool education. | | | | | | | | | | | | | | | |
| 10 | | Drama in special education and mainstreaming education. | | | | | | | | | | | | | | | |
| 11 | | Sharing event instances. | | | | | | | | | | | | | | | |
| 12 | | Workshop studies 1. | | | | | | | | | | | | | | | |
| 13 | | Workshop studies 2. | | | | | | | | | | | | | | | |
| 14 | | Workshop studies 3. | | | | | | | | | | | | | | | |
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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Learns techniques and methods to be used in drama. | | | | | | | | | | | | | 5 | | | | |
| PQ-2 | Creates drama activity examples. | | | | | | | | | | | | | 5 | | | | |
| PQ-3 | Drama activity examples apply. | | | | | | | | | | | | | 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 | | | | | | | | | 4 | | | 13 | | | | 52 | |
| Projects | | | | | | | | |  | | |  | | | |  | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | |  | | |  | | | |  | |
| Study hours out of classroom | | | | | | | | |  | | |  | | | |  | |
| Quiz | | | | | | | | |  | | |  | | | |  | |
| Midterm exams | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Final exam | | | | | | | | | 1 | | | 3 | | | | 3 | |
| Other (…………………………………………………………..) | | | | | | | | | 14 | | | 1 | | | | 14 | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | | | | 100 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | | | | 4 | |

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|  | | | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Faculty of Health Sciences | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | **Fundamentals of Information Technology II** | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 8010141 | | 3 | 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** | | | | Basic concepts about technology and technology, contribution of technology to children 's development areas, proposal of solutions to the problems of using technology, development of appropriate communication programs for children, use of communication technologies in preschool education, computer use, television - video - phone use, technological tools, projection-slide-use of microscope, use of overhead projector, use of photographic machine. | | | | | | | | | | | | | |
| **Course content** | | | | Definition of technology and basic concepts about technology.  Contribution of technology use to the child's development areas.  Suggested solution to the disadvantages of using technology.  Developing appropriate communication programs for children.  Use of communication technologies in preschool education. | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, question-answer, case study, demonstration | | | | | | | | | | | | | |
| **References** | | | | Özben, B., Akpınar, E., Tunca, H., Kalaycı, K., Çetin Şahin S. &, Zeki, Y. (2006). Bilgi İletişim Teknolojileri. Nirvana Yayınları, Ankara.  Erses, N., Balay, M., Şengel, E., Öncü, S., Baltacı Göktalay, Ş, Uzun, A., Çakır, H, Delialioğlu, Alan, Ö., Demirer, V. & Şahin, Ş. (2014). Temel Bilgi Teknolojileri ve Bilgisayar Kullanımı. Ed.: Aysan Şentürk, Ekin Kitabevi Yayınları, Kastamonu. | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully; PQ-1 Recognizes the importance of using technology in education. PQ-2 Learn how technology will benefit your daily plans and practices. PQ-3 Discuss the benefits and harms of technology and suggest solutions to 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 | | Introducing the content of the course. | | | | | | | | | | | | | | | |
| 2 | | Definition of technology and basic concepts about technology. | | | | | | | | | | | | | | | |
| 3 | | Contribution of technology use to the child's development areas. | | | | | | | | | | | | | | | |
| 4 | | Contribution of technology use to child's development areas | | | | | | | | | | | | | | | |
| 5 | | Suggested solution to the disadvantages of using technology. | | | | | | | | | | | | | | | |
| 6 | | Suggested solution to the disadvantages of using technology. | | | | | | | | | | | | | | | |
| 7 | | Developing appropriate communication programs for children. | | | | | | | | | | | | | | | |
| 8 | | Use of communication technologies in preschool education. | | | | | | | | | | | | | | | |
| 9 | | Use of computer. | | | | | | | | | | | | | | | |
| 10 | | Television - video - telephone use. | | | | | | | | | | | | | | | |
| 11 | | Technological tools that can be used in daily plan events. | | | | | | | | | | | | | | | |
| 12 | | Projection-slide-use of microscope. | | | | | | | | | | | | | | | |
| 13 | | Overhead use. | | | | | | | | | | | | | | | |
| 14 | | Using a camera. | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-1 | Recognizes the importance of using technology in education. | | | | | | | | | | | | | 5 | | | | |
| PQ-2 | Learn how technology will benefit your daily plans and practices. | | | | | | | | | | | | | 5 | | | | |
| PQ-3 | Discuss the benefits and harms of technology and suggest solutions to problems. | | | | | | | | | | | | | 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 | |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **School Readiness ve Early Readiness** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520213 | | 3 | 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 the theoretical and practical experience in the study of school maturity and readiness to read and write. | | | | | | | | | |
| **Course content** | | School readiness, pre-school education program, determining readiness for school, school readiness and family, and competencies necessary to have children, preparations for writing reading. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation, group work, project. | | | | | | | | | |
| **References** | | Kandır, A., Uyanık, Ö., Yazıcı, E. (2011). Eğlenceli Etkinliklerle Okuma-Yazmaya Hazırlık, Efil Yayınları, Ankara. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully; PY-1 Gain competences related to school maturity and readiness for reading and writing PY-2 Gain competence to practice reading and writing PY-3 Gain competencies in preparing and selecting games and toys | | | | | | | | | |
| **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 | | | | | 1 | | 30 | |
| Projects | | | | |  | |  | |
| Laboratory | | | | |  | |  | |
| Other (………………………..…..….) | | | | |  | |  | |
| **Term total** | | | | | 2 | | 60 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Definition and importance of preschool education |
| 2 | School maturity |
| 3 | Areas that are fundamental to school maturity |
| 4 | The school's activities determine the readiness of the school |
| 5 | Activities that should be in the school schedule |
| 6 | School maturity and family |
| 7 | School maturity and family |
| 8 | Competencies that the child should have |
| 9 | Readiness to read and write |
| 10 | Readiness to read / examples |
| 11 | Reading-writing theories |
| 12 | Games and toys in concept development |
| 13 | Games and toys in concept development |
| 14 | Concept development studies |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Gain competences related to school maturity and readiness to read and write | 5 |
| PQ-3 | Gain competencies in the preparation and selection of games and toys | 4 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **WORKLOAD AND ECTS CALCULATION** | | | |
| **Activities** | **Quantity** | **Duration hour)** | **Total Work Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar |  |  |  |
| Projects | 9 | 2 | 18 |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) | 14 | 2 | 28 |
| **Total Work Load (Hour)** | | | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | 2 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Child, Art, Creativity** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520215 | | 3 | 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 educate and create art and creativity, to contribute to the child, to organize the educational environment, to the role of family and educator, to prepare and apply activities. | | | | | | | | | |
| **Course content** | | Art education and prevention, contribution of art education to children, environment setting in art education, evaluation, proposals to family and educators, creativity and its features, theoretical approaches, role of child, family and educator. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation, group work. | | | | | | | | | |
| **References** | | Turla, A. (2004). Çocuk ve Yaratıcılık :Çocuğum Daha Yaratıcı Olabilir mi?, MORPA Kültür Yayınları, İstanbul.  Artu , K. (2004). Okul Öncesinde Resim Eğitimi.Anı Yayıncılık. Ankara.  Yavuzer, H. (1992). Resimleriyle Çocuk, Remzi Kitapevi, stanbul.  Oğuzkan,Ş., Tezcan,E., Tür,G., Demiral,Ö. (2000). Yaratıcı Çocuk Etkinlikleri ve Eğitici Oyuncaklar, Ilıcak Matbaası, İstanbul. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ-1 embodies the importance of art education.  PQ-2 Learn how to arrange the environment appropriately for art education.  PQ-3 can evaluate.  PQ-4 There are suggestions for families and trainers related to art education.  PQ-5 Defines creativity.  PQ-6 Know the theoretical approaches to creative thought.  PQ-7 Explains mental processes related to creativity.  PQ-8 Know the characteristics of creative children.  PQ-9 Provides suggestions for parents and educators to support creativity. | | | | | | | | | |
| **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 | | | | | 2 | | 30 | |
| Projects | | | | |  | |  | |
| Laboratory | | | | |  | |  | |
| Other (………………………..…..….) | | | | |  | |  | |
| **Term total** | | | | | 3 | | 60 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Art education and precaution. |
| 2 | The contribution of art education to the development of the child. |
| 3 | Editing the environment in art education. |
| 4 | Evaluation in art education. |
| 5 | Suggestions for educators and families in art education. |
| 6 | Artistic and cultural excursions. |
| 7 | Definitions of creativity. |
| 8 | Theoretical approaches to creative thinking. |
| 9 | Mental processes of creativity. |
| 10 | Creative child features. |
| 11 | The role of the educators in supporting creativity. |
| 12 | The role of the family in support of creativity. |
| 13 | Examples of activities that support creativity. |
| 14 | Examples of activities that support creativity. |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | It embodies the importance of art education. | 4 |
| PQ-2 | Learn how to arrange the environment appropriately for art education. | 5 |
| PQ-3 | He can make an assessment. | 4 |
| PQ- 8 | Know creative child features. | 5 |
| PQ 9 | They offer suggestions for families and education to support creativity. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **WORKLOAD AND ECTS CALCULATION** | | | |
| **Activities** | **Quantity** | **Duration hour)** | **Total Work Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar |  |  |  |
| Projects |  |  |  |
| Practice (Laboratory, Atelier, Field work) | 6 | 3 | 18 |
| 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 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Communication with Children** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520217 | | 3 | 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 have the concept of communication, the factors that make up and affect the communication concept, and general knowledge about child and family communication. | | | | | | | | | |
| **Course content** | | Definition of communication and interpersonal communication, the importance of self-definition in communication, communication barrier, communication within the family, parent-child relationship, the importance of parent-child communication, basic elements of positive parent-child communication, empathy, , parental attitudes and discipline in child education. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation, group work. | | | | | | | | | |
| **References** | | Kaya, A. (2012). Kişilerarası İlişkiler ve Etkili İletişim, “4.Baskı”, Pegem Akademi, Ankara.  Ergin, A. , Birol C. (2005); Eğitimde İletişim, Anı Yayınları, Ankara.  Mutlu, E. (1998). İletişim Sözlüğü, Bilim ve Sanat Yayınları, Ankara.  Pembecioğlu, N. (2006). İletişim ve Çocuk, Nobel Yayınevi, Ankara. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ-1 Know concepts related to communication and communication  PQ-2 Learn how to communicate effectively with children.  PQ-3 Parents, children and educators - children open communication barriers and know effective communication methods | | | | | | | | | |
| **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 | | 60 | |
| Application | | | | |  | |  | |
| Field activities | | | | |  | |  | |
| Homework assignment | | | | |  | |  | |
| Projects | | | | |  | |  | |
| Laboratory | | | | |  | |  | |
| Other (………………………..…..….) | | | | |  | |  | |
| **Term total** | | | | | 1 | | 60 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Communication Concept |
| 2 | Communication Concept |
| 3 | Basic Children's Needs |
| 4 | Factors forming effective communication |
| 5 | Factors forming effective communication |
| 6 | Active Listening: I Dili, You Dili |
| 7 | Interpersonal communication |
| 8 | Empathy and Listening Skills |
| 9 | Self-Recognition |
| 10 | Child Rearing Forms and Reflections |
| 11 | Approaches to Prevention of Behavioral Disorders in Children |
| 12 | Conflict and Resolution |
| 13 | Discipline Methods |
| 14 | Effective Communication Between Family and Child |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | |
| **No** | **Learning Outcomes of Program** | | | **Contribution level** | |
| PQ-1 | Know the concepts related to communication and communication | | | 5 | |
| PQ-2 | Learn how to communicate effectively with children. | | | 5 | |
| PQ-3 | Parents, children, and educators-explain child communication barriers and know effective communication methods | | | 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 | |  |  | |  |
| Projects | |  |  | |  |
| Practice (Laboratory, Atelier, Field work) | | 6 | 3 | | 18 |
| 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 |

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|  | | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | | Child Development | | | | | | | | | |
| **Course Name** | | | **Drama Practice** | | | | | | | | | |
| **Local credit** | | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520219 | | 3 | 1 | 2 | 3 | | 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 plan and evaluate drama applications. | | | | | | | | | |
| **Course content** | | | To examine drama activities, to prepare drama activities, to apply drama activities, to make evaluation. | | | | | | | | | |
| **Prequisites** | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | | Lecture, discussion, question-answer, case study, observation, group work. | | | | | | | | | |
| **References** | | | Önder, A.(2000). Yaşayarak Öğrenme için Eğitici Drama - Kuramsal Temellerle Uygulama Teknikleri ve Örnekleri. Epsilon Yayınevi.  Üstündağ, T.(2000).Yaratıcı Drama Öğretmenin Günlüğü. Pegem Yayıncılık. Ankara.  Gönen, M. & Dalkılıç. N. (1998).Çocuk Eğitiminde Drama. Epsilon Yayınevi. İstanbul. | | | | | | | | | |
| **Learning outcomes** | | | Every student who completes this course successfully; PQ-1 Plans for drama events PQ-2 Performs drama activities. | | | | | | | | | |
| **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 | Determination of goals and targets | | | | | | | | | | | |
| 2 | Identification of tools and materials | | | | | | | | | | | |
| 3 | Determination of suitable environment | | | | | | | | | | | |
| 4 | Preparation of training program | | | | | | | | | | | |
| 5 | Preparation of training program | | | | | | | | | | | |
| 6 | Points to note | | | | | | | | | | | |
| 7 | Application | | | | | | | | | | | |
| 8 | Application | | | | | | | | | | | |
| 9 | Application | | | | | | | | | | | |
| 10 | Application | | | | | | | | | | | |
| 11 | Application | | | | | | | | | | | |
| 12 | Evaluation | | | | | | | | | | | |
| 13 | Evaluation | | | | | | | | | | | |
| 14 | Determination of goals and targets | | | | | | | | | | | |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Plans for drama events | 5 |
| PQ-2 | Drama activities apply | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **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 |

**4TH SEMESTER**

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|  | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Developmental Psychology II** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520202 | | 4 | 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** | | The developmental stages of life-long development, basic concepts and theories of development, prenatal and postnatal development and birth process, infancy, early childhood, middle and late childhood, adolescence, young adulthood, middle adulthood and advanced adulthood. | | | | | | | | | |
| **Course content** | | Cognitive development.  Language development.  Emotional development.  Social development.  Moral development.  Adolescence.  Physical mental and sexual development.  Emotional development.  Social development. | | | | | | | | | |
| **Prequisites** | | The condition of having completed the course of "Developmental Psychology I" is required | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation | | | | | | | | | |
| **References** | | Boyd, D. & Bee, H. (2009). Çocuk Gelişim Psikolojisi, Kaknüs Yayınları, İstanbul.  Bilgin, M., Yazgan İnanç, B. & Kılıç Atıcı, M. (2015). Gelişim Psikolojisi, Çocuk ve Ergen Gelişimi. Pegem Akademi Yayıncılık, Ankara.  Onur, B. (2008). Gelişim Psikolojisi Yetişkinlik, Yaşlılık. Ölüm. İmge Kitabevi Yayınları. Ankara. | | | | | | | | | |
| **Learning outcomes** | | PQ-1 Learns cognitive development.  PQ-2 Learn language development.  PQ-3 Learns emotional development.  PQ-4 Learns social development.  PQ-5 Learn moral development.  PQ-6 Learns the adolescence period.  PQ-7 Learns physical, mental and sexual development.  PQ-8 Learns emotional development.  PQ-9 Learns social 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 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Cognitive development. |
| 2 | Cognitive development. |
| 3 | Language development. |
| 4 | Language development. |
| 5 | Emotional development. |
| 6 | Emotional development. |
| 7 | Social development. |
| 8 | Social development. |
| 9 | Moral development. |
| 10 | Adolescence. |
| 11 | Adolescence. |
| 12 | Physical mental and sexual development. |
| 13 | Emotional development. |
| 14 | Social development. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-4 | Learns social development. | 5 |
| PQ-5 | Learn moral development. | 5 |
| PQ-6 | Learns the adolescence period | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **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 |

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|  | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Cognitive Development** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520204 | | 4 | 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** | | Concepts related to cognitive development, intelligence, cognitive development theories, perception development, imitation, attention, memory, individual differences, teaching different children and creativity. | | | | | | | | | |
| **Course content** | | Definition and importance  Concepts related to cognitive development  Intelligence  Cognitive development theories  Perception development  Imitation  Attention  Memory  Individual differences  Different children  Creativity | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation, group work. | | | | | | | | | |
| **References** | | Ömeroğlu, E. (2005). Bilişsel Gelişim, Morpa Kültür Yayınları, İstanbul.  Boyd, D. & Bee, H. (2009). Çocuk Gelişim Psikolojisi, Kaknüs Yayınları, İstanbul.  Özen, Y.(2015). Çocuklarda Bilişsel Davranış Psikolojisi. Yason Yayınları.  Onur, B. (2008). Gelişim Psikolojisi. Yetişkinlik, Yaşlılık. Ölüm. İmge Kitabevi Yayınları. Ankara. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ 1 Make the definition and appreciate its importance.  PQ 2 Explains the basic concepts of cognitive development. PQ 3 Know the theories about cognitive 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 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Definition and importance |
| 2 | Concepts related to cognitive development |
| 3 | Intelligence |
| 4 | Theories of cognitive development (cognitive development according to Piaget) |
| 5 | Theories of cognitive development (cognitive development according to Piaget) |
| 6 | Theories of cognitive development (cognitive development according to Bruner) |
| 7 | Theories of cognitive development (cognitive development according to Vygotsky) |
| 8 | Perception development |
| 9 | Imitation |
| 10 | Attention |
| 11 | Memory |
| 12 | Individual differences |
| 13 | Different children |
| 14 | Creativity |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Make the definition and appreciate its importance. | 5 |
| PQ-2 | Explains the basic concepts of cognitive development. | 5 |
| PQ-3 | Know the theories about cognitive development. | 4 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **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 |

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|  | **HITIT UNİVERSİTY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Language Development** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520206 | | 4 | 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** | | Use of language in children, factors affecting language development - speech and language disorders, teaching language development related to other developmental areas. | | | | | | | | | |
| **Course content** | | Definition and importance - systems forming the language.  The use of language in children.  Theories about the acquisition of language development.  Conversation areas  Language components.  Language development stages.  Receptive language.  Factors affecting language development.  Individual and cultural differences in language development.  Promoting early language development.  Second language.  Language learning strategies.  Use of tongue.  Supporting language learning in early childhood.  Speech and language disorders.  Relation of language development to other developmental areas | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation, group work. | | | | | | | | | |
| **References** | | Bal, S. & Güven, N. (200). Dil Gelişimi ve Eğitimi, Epsilon Yayınları, İstanbul.  Boyd, D. & Bee, H. (2009). Çocuk Gelişim Psikolojisi, Kaknüs Yayınları, İstanbul.  Topbaş, A.(2011). Dil ve Kavram Gelişimi. Kök Yayıncılık, Ankara.  Baykoç-Dönmez, N. ve ark. (1998) Okulöncesi Dönemde Dil Gelişimi ve Etkinlikleri. Ankara | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PY-1 Make the definition and appreciate its importance.  PY-2 Explains the systems that form the tongue.  PY-3 Have knowledge of the use of language in children.  PY-4 Know the theories about the acquisition of language development.  PY-5 Explains factors affecting language development.  PY-6 Explains speech and language 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 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Definition and importance - systems forming the language. |
| 2 | The use of language in children. |
| 3 | Theories about the acquisition of language development. |
| 4 | Conversation areas |
| 5 | Language components. |
| 6 | Language development stages. |
| 7 | Receptive language. |
| 8 | Factors affecting language development- |
| 9 | Individual and cultural differences in language development. |
| 10 | Promoting early language development. |
| 11 | Second language. |
| 12 | Language learning strategies. |
| 13 | Use of tongue. |
| 14 | Supporting language learning in early childhood. |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-4 | Know the theories about the acquisition of language development. | 4 |
| PQ-5 | They explain the factors that affect language development. | 5 |
| PQ-6 | Explain speech and language disorders. | 3 |
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| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **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 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Mother-Child Nutrition** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520208 | | 4 | 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** | | Nutrition and nutrition problems, nutrition in different periods, nutrition in diseases such as teaching the subject. | | | | | | | | | |
| **Course content** | | Turkey and overview of nutrition and nutritional problems in the world.  Nutrition in different periods  Nutrition and mental development.  Nutrition in diseases.  Nutrition related diseases. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation, group work. | | | | | | | | | |
| **References** | | Arlı, M., (2015). Anne ve Çocuk Beslenmesi, “7. Baskı”, Pegem Akademi Yayıncılık. Ankara.  Karaağaoğlu, N. & Eroğlu Samu, G. (2015). Anne ve Çocuk Beslenmesi, “3. Baskı”, Pegem Akademi Yayıncılık, Ankara.  Baysal, A. (2000). Genel Beslenmesi (10. Baskı). Hatipoğlu Yayınevi, Ankara.  Şanlıer, N. &Ersoy, Y. (2003). Çocuk ve Beslenmesi. Morpa Yayınları, İstanbul.  Şanlıer, N.& Ersoy. Y. (2005). Anne ve Çocuk İçin Beslenme Prensipleri. Morpa Yayınları. İstanbul.  Bilir, Ş. (1994). Ana ve Çocuk Sağlığı, Alkım Yayınları, Ankara. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ-1 Make definition of nutrition and gain importance.  PQ-2 Explains the basic concepts of nutrition.  PQ-3 Explains the nutritional needs of pregnant and lactating women.  PQ-4 Explains nutritional needs during different ages.  PQ-5 Learns the inadequacy of nutrition.  PQ-6 Know the diseases caused by inadequate nutrition.  PQ-7 Learns subjects such as preparation of food items and food according to health and hygiene rules. | | | | | | | | | |
| **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 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Turkey and overview of nutrition and nutritional problems in the world. |
| 2 | Nutrition during pregnancy. |
| 3 | Nutrition during lactation. |
| 4 | Mother's milk. |
| 5 | Age group feeding of children. |
| 6 | 1-6 age group characteristics and nutrition of children. |
| 7 | Monitoring and evaluation of the growth of children. |
| 8 | Protein energy malnutrition and childhood obesity. |
| 9 | School feeding. |
| 10 | Nutrition in the adolescence period. |
| 11 | Nutrition in the adolescence period. |
| 12 | Nutrition and mental development. |
| 13 | Nutrition in diseases. |
| 14 | Nutrition related diseases. |

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| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Make the definition of nutrition and gain the importance. | 5 |
| PQ-2 | Explains the basic concepts of nutrition. | 5 |
| PQ-3 | Explains the need of pregnant and lactating women. | 3 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **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 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Play and Play Materials** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520210 | | 4 | 2 | 2 | 4 | | 3 | | 4 |
| **Level of course unit** | | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) | | | | | | | | | |
| **Course type** | | Must (X ) Optional ( ) | | | | | | | | | |
| **Instructor (s)** | |  | | | | | | | | | |
| **Course objective** | | The importance of the game, game theories, game and event planning, the role of the teacher in the play toy development topics to comprehend. | | | | | | | | | |
| **Course content** | | Game description, precaution and educational value.  Game theories, pre-school play.  It is a game's precaution in the development of the child.  Event planning for the game.  Material selection.  Suitable game points for development and education.  Evaluation of the game.  It is a precaution for the child's development.  Educational toys in preschool education program.  The role of the teacher in toy planning and practice.  Toys planning steps.  Toy development and application. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation, group work. | | | | | | | | | |
| **References** | | Tokmakçıoğlu, E. (2007). Çocuk Oyunları, Bilgi Yayınevi, Ankara.  Jones, M. (2008). Çocuk ve Oyun (0-5 Yaş Arası Çocuklar İçin Oyunlar ve Aktiviteler)., Kaknüs Yayınları, İstanbul.  Atalay, A. (2012). Okul Öncesinde Materyal Geliştirme. Kök Yayıncılık. Ankara. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ-1 Defines the game.  PQ-2 Gives the importance of the game.  PQ-3 Know the theories about game.  PQ-4 Learns the stages of the game.  PQ-5 Know the contributions of the game to the development.  PQ-6 Explains game types.  PQ-7 Learns how to recognize a child through play.  PQ-8 Can use play as teaching method.  PQ-9 Can design game materials according to the child's age and developmental characteristics.  PQ-10 learns about the contribution of game materials to the development of the child. | | | | | | | | | |
| **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 | | 30 | |
| Application | | | | |  | |  | |
| Field activities | | | | |  | |  | |
| Homework assignment | | | | | 1 | | 30 | |
| Projects | | | | |  | |  | |
| Laboratory | | | | |  | |  | |
| Other (………………………..…..….) | | | | |  | |  | |
| **Term total** | | | | | 2 | | 60 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Giving information about course content. |
| 2 | Game description, precaution and educational value. |
| 3 | Game theories. Pre-school play. |
| 4 | It is a game's precaution in the development of the child. |
| 5 | Cognitive development, language development and play. |
| 6 | Social-emotional development and play. |
| 7 | Physical-motor development and play. |
| 8 | Event planning for the game. Material selection. Suitable game points for development and education. Evaluation of the game. |
| 9 | It is a precaution for the child's development. |
| 10 | Educational toys in preschool education program. |
| 11 | The role of the teacher in toy planning and practice. |
| 12 | Toys planning steps. |
| 13 | Toy development and application. |
| 14 | Evaluation of the course |

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| **CONTRBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-4 | He learns the stages of the game. | 4 |
| PQ-9 | She can design game materials according to the child's age and developmental characteristics. | 5 |
| PQ-10 | Learns about the contribution of game materials to the development of the child. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **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 | 4 | 13 | 52 |
| Projects |  |  |  |
| 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 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Children’s Literature** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520212 | | 4 | 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** | | The importance of children's literature, the contribution of children's literature to the development of the child, the comprehension of the formal and contextual features of children's books. | | | | | | | | | |
| **Course content** | | Definition, character and importance of children's literature.  The history of children's literature in the world and Turkey.  Contribution of child literature to the development of the child.  Children's books by age.  Formal and contextual features of children's books.  Development of reading habits in children and children's libraries.  Examination of children's literature products in terms of Turkish education.  Introduction and examination of children's books and youth books.  Creating a story book.  Review of books for children's literature | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation, group work. | | | | | | | | | |
| **References** | | Kıbrıs, İ. (2006). Çocuk Edebiyatı, Tekağaç Eylül Kitap ve Yayınevi, Ankara.  Oğuzkan, F. (2000). Çocuk Edebiyatı, Anı Yayıncılık, Ankara.  Sever, S. (2008). Çocuk ve Edebiyat. Tudem Yayıncılık. İzmir.  Nas, R. (2002). Örneklerle Çocuk Edebiyatı. Ezgi Kitapevi Yayınları. İstanbul.  Tür, G. & Turla, A. (1999). Okulöncesinde Çocuk. Edebiyat ve Kitap. Ya-Pa Yayınları. İstanbul.  Oğuzkan. A.F. (2001). Çocuk Edebiyatı. Anı Yayıncılık. Ankara.  Şirin, M. R.(1998). Çocuk Edebiyatı. Çocuk Vakfı Yayınları. İstanbul | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ-1 Know basic concepts about children's literature.  PQ-2 Learns the types of children's literature.  PQ-3 explains the contribution of children's literature to the development of the child.  PQ-4 Know the characteristics of children's books.  PQ-5 Know the characteristics of children's books according to age groups.  PQ-6 Can evaluate examples of children's books.  PQ-7 Can prepare a children's book. | | | | | | | | | |
| **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 | | 20 | |
| Application | | | | |  | |  | |
| Field activities | | | | |  | |  | |
| Homework assignment | | | | |  | |  | |
| Projects | | | | | 1 | | 40 | |
| Laboratory | | | | |  | |  | |
| Other (………………………..…..….) | | | | |  | |  | |
| **Term total** | | | | | 2 | | 60 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Definition, character and importance of children's literature. |
| 2 | The history of children's literature in the world and Turkey. |
| 3 | Contribution of child literature to the development of the child. |
| 4 | Children's books by age. |
| 5 | Formal and contextual features of children's books. |
| 6 | Disadvantages in children's literature. |
| 7 | Game-based children's literature and resources. |
| 8 | Merry-based children's literature and resources. |
| 9 | Fiction-based children's literature and resources |
| 10 | Development of reading habits in children and children's libraries. |
| 11 | Examination of children's literature products in terms of Turkish education. |
| 12 | Introduction and examination of children's books and youth books. |
| 13 | Creating a story book. |
| 14 | Review of books for children's literature |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** | | | | | | |
| **No** | **Learning Outcomes of Program** | | | **Contribution level** | | |
| PQ-3 | Children's literature explains their contribution to the development of the child. | | | 5 | | |
| PQ-4 | Know the characteristics of children's books. | | | 5 | | |
| PQ-6 | The child can evaluate examples of the book. | | | 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 | |  |  | |  |
| Projects | | 1 | 43 | | 43 |
| 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)** | | | | | 75 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | 3 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Family Counseling** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520214 | | 4 | 2 | 0 | 2 | | 2 | | 3 |
| **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 teach the basic conditions of family counseling for families with normal and handicapped children, the right practices and the methods used. | | | | | | | | | |
| **Course content** | | Reasons for family counseling, contributions to child development, methods used, mistakes made, counseling services to be given to families with disabled children, methods used in family communication and education. | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation, group work. | | | | | | | | | |
| **References** | | Tezel Şahin, F. ve Özyürek, A. (2010). Anne Baba Eğitimi ve Okul Öncesinde Aile Katılımı, Morpa Yayınları, Ankara.  Canter, L. ve Canter, M. (1991). Parents on Your Side, Center&Associates İnc., USA.  Ömeroğlu, E., Kandır, A. ve Ersoy, Ö. (2003). Aile Katılımı 36-72 Aylık Çocukların Eğitimi için Aile Katılım Çalışmaları, Morpa Kültür Yayınları.  Cavkaytar, A., Ardıç, A., Özbey, F., Sönmez, M., Özdemir, O., ve Aksoy, V. (2010). Özel Eğitimde Aile Eğitimi ve Rehberliği, Ed.: Atilla Cavkaytar, Maya Akademi Yayınları, Ankara. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ-1 Know the reasons for family counseling.  PQ-2 Learns the effects of family attitudes on the development of the child.  PQ-3 Know the mistakes made in the consultation process.  PQ-4 Learn effective communication methods with family members | | | | | | | | | |
| **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 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Reasons for family counseling |
| 2 | Impact of family attitudes on children's development |
| 3 | Impact of family attitudes on children's development |
| 4 | The roles and functions of the family counselor and the points they should pay attention to. |
| 5 | Forms of family counseling intervention. |
| 6 | Forms of family counseling intervention. |
| 7 | Misunderstandings in guidance and psychological counseling. |
| 8 | Errors in the consultation process. |
| 9 | Errors in the family counseling process. |
| 10 | Skills required for effective counseling. |
| 11 | Support and counseling services for families with children with disabilities. |
| 12 | Support and counseling services for families with children with disabilities. |
| 13 | Methods used in communication and education. |
| 14 | Methods used in communication and education. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Know the reasons for family counseling. | 5 |
| PQ-4 | Students learn effective communication methods. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | |
| **Activities** | | | | | | | **Quantity** | | | **Duration hour)** | | | **Total Work Load** | |
| Lectures (face to face teaching) | | | | | | | 14 | | | 2 | | | 28 | |
| Practice | | | | | | |  | | |  | | |  | |
| Homework/ Seminar | | | | | | |  | | |  | | |  | |
| Projects | | | | | | | 6 | | | 3 | | | 18 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | |  | | |  | | |  | |
| Study hours out of classroom | | | | | | | 5 | | | 5 | | | 25 | |
| Quiz | | | | | | |  | | |  | | |  | |
| Midterm exams | | | | | | | 1 | | | 2 | | | 2 | |
| Final exam | | | | | | | 1 | | | 2 | | | 2 | |
| Other (…………………………………………………………..) | | | | | | |  | | |  | | |  | |
| **Total Work Load (Hour)** | | | | | | | | | | | | | 75 | |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | | | | | | | | | | | | | 3 | |
|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | | | | |
| **Course Name** | | **Children with Mental Disabilities** | | | | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | **ECTS** |
| 3520216 | | 4 | 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 have knowledge about the characteristics and education of children with mental retardation. | | | | | | | | | | | | |
| **Course content** | | Definition of intelligence and mental disability, mental disability classifications, factors causing mental retardation, types of mental retardation, developmental characteristics of mentally retarded children, training and mental retardation. | | | | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation, group work. | | | | | | | | | | | | |
| **References** | | Tekin, E. ve Kırcaali İftar,G. (2001). Özel Eğitimde Yanlışsız Öğretim Yöntemleri. Nobel Yayınları, Ankara.  Diken,.İ.H. (2008). Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim, Ed.: Diken,.İ.H., PegemA Akademi, Ankara.  Akçamete, G. (2009). Genel Eğitim Okullarında Özel Gereksinimli Olana Öğrenciler ve Özel Eğitim, Ed.:Akçamete, G., Kök Yayıncılık, Ankara | | | | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ-1 Defines the mental disability.  PQ-2 Explains the causes of mental disability.  PQ-3 Classifies children with mental disabilities.  PQ-4 Know the characteristics of children with mental retardation.  PQ-5 Diagnoses and evaluates children with mental disabilities.  PQ-6 Has knowledge about education of children with mental retardation | | | | | | | | | | | | |
| **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 | | | 60 | | |
| Application | | | | | |  | | |  | | |
| Field activities | | | | | |  | | |  | | |
| Homework assignment | | | | | |  | | |  | | |
| Projects | | | | | |  | | |  | | |
| Laboratory | | | | | |  | | |  | | |
| Other (………………………..…..….) | | | | | |  | | |  | | |
| **Term total** | | | | | | 1 | | | 60 | | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Definition of the mental disability - Reasons for the mental disability (prenatal reasons). |
| 2 | Causes of mental disability (moments of birth). |
| 3 | Causes of mental retardation (Postpartum reasons). |
| 4 | Classification of children with mental disabilities (Educable mental retardation). |
| 5 | Classification of children with mental disabilities (Educable mental disabilities). |
| 6 | Classification of children with mental disabilities (Severe or severe mental retardation). |
| 7 | Characteristics of children with mental retardation (cognitive development). |
| 8 | Characteristics of children with mental retardation (physical and psychomotor development). |
| 9 | Characteristics of children with mental retardation (language development). |
| 10 | Characteristics of children with mental retardation (social and emotional development). |
| 11 | Diagnosis and evaluation in mentally retarded children. |
| 12 | Education of children with mental disabilities (Education of children with mental disabilities at a mild degree). |
| 13 | Education of children with mental disabilities (Education of mentally retarded children in the middle). |
| 14 | Education of children with mental disabilities (Education of children with severe and severe mental disabilities). |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-4 | Know the characteristics of mentally retarded children. | 5 |
| PQ-5 | Diagnoses and evaluates mental retarded children. | 5 |
| PQ-6 | Has knowledge about education of children with mental disabilities | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **WORKLOAD AND ECTS CALCULATION** | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | | **Quantity** | | | **Duration hour)** | | | | **Total Work Load** | | |
| Lectures (face to face teaching) | | | | | | | | 14 | | | 2 | | | | 28 | | |
| Practice | | | | | | | |  | | |  | | | |  | | |
| Homework/ Seminar | | | | | | | |  | | |  | | | |  | | |
| Projects | | | | | | | | 6 | | | 3 | | | | 18 | | |
| 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 UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | | | | | | |
| **Training Unit Name** | | | Faculty of Health Sciences | | | | | | | | | | | | | | |
| **Department/Program Name** | | | Child Development | | | | | | | | | | | | | | |
| **Course Name** | | | **Science an Mathematics in Children** | | | | | | | | | | | | | | |
| **Local credit** | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | | **ECTS** |
| 3520218 | | 4 | 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 provide the students with the knowledge about science and mathematics processes, preparation of the plans, application and teaching methods that can be used in preschool education. | | | | | | | | | | | | | | |
| **Course content** | | | Pre-school planning of science and mathematics, teaching methods used, development of science and math skills, providing family support. | | | | | | | | | | | | | | |
| **Prequisites** | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | Lecture, discussion, question-answer, case study, observation. | | | | | | | | | | | | | | |
| **References** | | | Kandır, A., M., Can Yaşar, N. Tuncer, Okul Öncesi Dönemde Fen Eğitimi, Morpa Yayınları, İstanbul, 2011.  Akman, B. (2012). Okul Öncesi Matematik Eğitimi, Pegem Akademi, Ankara. | | | | | | | | | | | | | | |
| **Learning outcomes** | | | Every student who completes this course successfully;  PQ-1 Learns the aims of science education before school.  PQ-2 Know the role of teacher in science education applications.  PQ-3 Know the science teaching methods before school.  PQ-4 Pre-school education plans for science studies - apply and evaluate.  PQ-5 Learn the aims of mathematics education before school.  PQ-6 Explains the relation of mathematics to other fields of science.  PQ-7 Learns concept development in mathematics.  PQ-8 Learns the development of math skills before school.  PQ-9 Learns mathematical processes in preschool education programs.  PQ-10 Know how to integrate mathematics and other activities in pre-school education program.  PQ-11 Know the role of teacher in mathematics education.  PY-12 Learn how to support math development at home | | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | | |
| **Midterm exam** | Quiz | | | | | | 1 | | | | 20 | | | |
| Exams | | | | | |  | | | |  | | | |
| 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 | Pre-school education and science. | | | | | | | | | | | | | | | | | | |
| 2 | Planning and implementation of science studies in pre-school education. | | | | | | | | | | | | | | | | | | |
| 3 | Planning and implementation of science studies in pre-school education. | | | | | | | | | | | | | | | | | | |
| 4 | Science teaching methods that can be used in pre-school education. | | | | | | | | | | | | | | | | | | |
| 5 | Science teaching methods that can be used in pre-school education. | | | | | | | | | | | | | | | | | | |
| 6 | Evaluation in science teaching. | | | | | | | | | | | | | | | | | | |
| 7 | Concept development in mathematics. | | | | | | | | | | | | | | | | | | |
| 8 | Integration of mathematics with other fields of science. | | | | | | | | | | | | | | | | | | |
| 9 | The development of math skills before school. | | | | | | | | | | | | | | | | | | |
| 10 | The development of math skills before school | | | | | | | | | | | | | | | | | | |
| 11 | Mathematical processes in pre-school education program. | | | | | | | | | | | | | | | | | | |
| 12 | Mathematical processes in pre-school education program. | | | | | | | | | | | | | | | | | | |
| 13 | Mathematics and other activities in the pre-school education program. | | | | | | | | | | | | | | | | | | |
| 14 | Encourage family support and math at home. | | | | | | | | | | | | | | | | | | |
| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | **Contribution level** | | | | | |
| PQ-2 | Knows the role of teacher in science education practices. | | | | | | | | | | | | 4 | | | | | |
| PQ-4 | Science studies in pre-school education plans and practices. | | | | | | | | | | | | 5 | | | | | |
| PY-8 | Learns the development of math skills before school. | | | | | | | | | | | | 5 | | | | | |
| PQ-9 | Learns mathematical processes in pre-school education programs. | | | | | | | | | | | | 4 | | | | | |
| PQ-10 | Know how to integrate math and other activities in pre-school education. | | | | | | | | | | | | 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 | | | | | | | |  | | |  | | | | |  | |
| Projects | | | | | | | | 9 | | | 2 | | | | | 18 | |
| 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 | |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | |
| **Training Unit Name** | | Faculty of Health Sciences | | | | | | | | | |
| **Department/Program Name** | | Child Development | | | | | | | | | |
| **Course Name** | | **Child Publishing** | | | | | | | | | |
| **Local credit** | | **Code** | | **Semester** | **Theory** | **Application** | **Total** | | **Credit** | | **ECTS** |
| 3520220 | | 4 | 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** | | To learn about children's publications, to learn publishing principles, to choose suitable publications for children, to criticize children's publications, to design children's publications | | | | | | | | | |
| **Course content** | | Children's publications  Publishing principles  Suitable publications for children  Criticizing children's publications  Designing children's publications | | | | | | | | | |
| **Prequisites** | | There is no prerequisite or co-requisite for this course. | | | | | | | | | |
| **Learning and teaching strategies** | | Lecture, discussion, question-answer, case study, observation. | | | | | | | | | |
| **References** | | Oğuzkan, A. (2001). Çocuk Edebiyatı Anı YayıncılıkAnkara.  Sever, S. (2003). Çocuk ve Edebiyat. Ankara: Kök Yayıncılık.  Güleryüz, H. (2006). Yaratıcı Çocuk Edebiyatı. Ankara: Pegem A Yayıncılık.  Çılgın, A. S.(2007). Çocuk Edebiyatı. İstanbul: Morpa Kültür Yayınları. | | | | | | | | | |
| **Learning outcomes** | | Every student who completes this course successfully;  PQ-1 Learn about children's publications  PQ-2 Can design children's publications | | | | | | | | | |
| **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 | |

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| **COURSE CONTENTS** | |
| **Week** | **Contents** |
| 1 | Introducing the content of the course |
| 2 | Children's publishing in Turkey, |
| 3 | Principles of preparing children's publications, |
| 4 | Preparing appropriate publications for children, |
| 5 | Children's publications suitable for age groups |
| 6 | Baby books |
| 7 | 2-6 year books |
| 8 | Preparing storybooks |
| 9 | Poetry, rhyme, riddles book preparation |
| 10 | Preparation of literacy training and preparation book |
| 11 | TV program planning, |
| 12 | Children's books, TV programs, theater studies and criticism of children's films |
| 13 | Children's books, TV programs, theater studies and criticism of children's films |
| 14 | General evaluation |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** | | |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Learn about children's publications | 5 |
| PQ-2 | Can design children's publications | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high | | |

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| **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 |

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|  | | | **HITIT UNIVERSITY COURSE FACT SHEET** | | | | | | | | | | | | | | |
| **Training Unit Name** | | | | Faculty of Health Sciences | | | | | | | | | | | | | |
| **Department/Program Name** | | | | Child Development | | | | | | | | | | | | | |
| **Course Name** | | | | Volunteering Studies | | | | | | | | | | | | | |
| **Local credit** | | | | **Code** | | **Semester** | **Theory** | **Application** | | **Total** | | | **Credit** | | | | **ECTS** |
| 9010031 | | 4 | 1 | 2 | | 3 | | | 2 | | | | 4 |
| **Level of course unit** | | | | Associate degree ( ) Bachelor’s ( X) Master's Degree ( ) Doctorate ( ) | | | | | | | | | | | | | |
| **Course type** | | | | Must ( ) Optional (X ) | | | | | | | | | | | | | |
| **Instructor (s)** | | | |  | | | | | | | | | | | | | |
| **Course objective** | | | | To strengthen the bonds between the university and the society by using the knowledge, skills and knowledge acquired by Child Development students throughout their education life; humanitarian, social, economic, etc., to ensure that they become sensitive about various issues and problems, especially migration and disasters, disabled people, disadvantaged groups in society; To ensure the development of human, social, cultural, moral values and skills with some volunteering activities they will participate and perform, and to increase the visibility and awareness of the society with high social sensitivity such as disabled life, migration and disaster; thus, to ensure that students take part in volunteer work and share their results in a volunteering field they choose, within a pre-prepared plan. | | | | | | | | | | | | | |
| **Course content** | | | | Management and Organization Concepts  The Concept of Volunteering and Volunteer Management  Basic Volunteering Areas (Disaster and Emergency, Environment, Education and Culture, Sports, Health and Social Services etc.)  Project Development Related to Volunteer Work and Participation in Volunteer Work in the Field  Ethics, Moral, Religious, Traditional Values and Principles in Volunteer Work  Participation in Voluntary Work in Public Institutions, Local Governments and Civil Society Organizations(CSO)  Risk Groups and Volunteering in Society  Immigrants and Volunteering | | | | | | | | | | | | | |
| **Prequisites** | | | | There is no prerequisite or co-requisite for this course. | | | | | | | | | | | | | |
| **Learning and teaching strategies** | | | | Lecture, Discussion, Question-answer, Problem solving, Brainstorming, Observation, Interview, Role playing, Project, Individual and Group Studies | | | | | | | | | | | | | |
| **References** | | | | The lecture notes of the lecturer and the recommended resource books | | | | | | | | | | | | | |
| **Learning outcomes** | | | | Every student who completes this course successfully;   * Develops skills to strengthen the bonds between the university and the society by using the knowledge, skills and accumulation gained throughout their educational life. * Humanitarian, social, economic, etc. gain sensitivity about various issues and problems, especially migration and disasters, disabled people, disadvantaged groups in society with problems. * They contribute to the development of human, social, cultural, moral values and skills through volunteering activities they will participate and perform. * They volunteer for a term in a volunteering field of their choice, within a plan to be prepared in advance. * They gain the ability to share the results with the public. | | | | | | | | | | | | | |
| **Assessment and evaluation** | | | | **Methods** | | | | | | | **Quantity** | | | | **Percentage** | | |
| **Midterm exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | 20 | | |
| Application | | | | | |  | | | |  | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | | 2 | | | | 20 | | |
| Laboratuvary | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Semester total** | | | | | | 3 | | | | 40 | | |
| **Final exam** | Quiz | | | | | |  | | | |  | | |
| Exams | | | | | | 1 | | | | 20 | | |
| Application | | | | | | 2 | | | | 20 | | |
| Field activities | | | | | |  | | | |  | | |
| Homework assignment | | | | | |  | | | |  | | |
| Projects | | | | | | 2 | | | | 20 | | |
| Laboratory | | | | | |  | | | |  | | |
| Other (………………………..…..….) | | | | | |  | | | |  | | |
| **Term total** | | | | | | 5 | | | | 60 | | |
| **COURSE CONTENTS** | | | | | | | | | | | | | | | | | |
| **Week** | | **Contents** | | | | | | | | | | | | | | | |
| 1 | | Management and Organization Concepts | | | | | | | | | | | | | | | |
| 2 | | The Concept of Volunteering and Volunteer Management | | | | | | | | | | | | | | | |
| 3 | | Basic Volunteering Areas (Disaster and Emergency, Environment, Education and Culture, Sports, Health and Social Services etc.) | | | | | | | | | | | | | | | |
| 4 | | Basic Volunteering Areas (Disaster and Emergency, Environment, Education and Culture, Sports, Health and Social Services etc.) | | | | | | | | | | | | | | | |
| 5 | | Ethics, Moral, Religious, Traditional Values and Principles in Volunteer Work | | | | | | | | | | | | | | | |
| 6 | | Risk Groups and Volunteering in Society | | | | | | | | | | | | | | | |
| 7 | | Immigrants and Volunteering | | | | | | | | | | | | | | | |
| 8 | | Project Development Related to Volunteer Work and Participation in Volunteer Work in the Field | | | | | | | | | | | | | | | |
| 9 | | Project Development Related to Volunteer Work and Participation in Volunteer Work in the Field | | | | | | | | | | | | | | | |
| 10 | | Project Development Related to Volunteer Work and Participation in Volunteer Work in the Field | | | | | | | | | | | | | | | |
| 11 | | Participation in Voluntary Work in Public Institutions, Local Governments and Civil Society Organizations(CSO) | | | | | | | | | | | | | | | |
| 12 | | Participation in Voluntary Work in Public Institutions, Local Governments and Civil Society Organizations(CSO) | | | | | | | | | | | | | | | |
| 13 | | Participation in Voluntary Work in Public Institutions, Local Governments and Civil Society Organizations(CSO) | | | | | | | | | | | | | | | |
| 14 | | Participation in Voluntary Work in Public Institutions, Local Governments and Civil Society Organizations(CSO) | | | | | | | | | | | | | | | |
| **CONTRİBUTİON LEVEL OF THE COURSE UNİT TO THE KEY LEARNİNG OUTCOMES** | | | | | | | | | | | | | | | | | | |
| **No** | **Learning Outcomes of Program** | | | | | | | | | | | | | **Contribution level** | | | | |
| PQ-8 | It can provide developmental protection and education and counseling services for children | | | | | | | | | | | | | 4 | | | | |
| PQ-9 | Have knowledge about the identification of children with special needs and the applications | | | | | | | | | | | | | 5 | | | | |
| PQ-13 | Families of children with life and problems in the social environment, can solve the problem-solving approach. | | | | | | | | | | | | | 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 | | | | | | | | | 1 | | | 16 | | | | 16 | |
| Practice (Laboratory, Atelier, Field work) | | | | | | | | | 1 | | | 19 | | | | 38 | |
| 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 | |