



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Developmental Diagnosis and Assessment Methods							
Course Code		CGB311		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	4	Workload	95 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		This course's objective is to assimilate required evaluation methods for understanding children?s developmental features, to learn and diversify developmental evaluation methods, and to acquire an analytical and evidence based point of view to reveal educational and developmental essentials							
Course Content		Proportion scales, definition, application, evaluation scales, definition, application, definition and application, Informal tests, definition, varieties, skill and placement tests, standardized tests, definition, application, types, screening tests ? Developmental tests, intelligence tests and preparation tests ? Sample standardized tests, California Achievement Test (CAT), IQWA test, Metropolitan Achievement Test (MAT), Stanford Achievement Test (SAT), Gates Macginitie Reading Test ? Peabody Individual Achievement Test (PIAT), Mc Carty ve Frostig ? Education program based evaluation and task skill analysis Opinions on evaluation tools usage, choosing and using evaluation methods							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)		Assoc. Prof. Kevser TOZDUMAN YARALI							

Prerequisites & Co-requisites

Prerequisite	CGB207&CGB206
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Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

Recommended or Required Reading

1	Bayhan,P; Artan. İ. (2004). Child Development and Education. Morpa, İstanbul.
2	Bayhan, P. (2013). Early Childhood Assessment. Morpa, İstanbul.
3	Gandini, L; Hill,L; Schwall, C(eds). (2005). In the Spirit of the Studio, Laerning from the Atelier of Reggio Emilia.

Week	Weekly Detailed Course Contents	
1	Theoretical	Course description
2	Theoretical	Evaluation and assessment definition,benefits, principles and aim of assessment
3	Theoretical	Types and conditions of assessment and screening assessment
4	Theoretical	Assessment for monitoring education
5	Theoretical	Diagnostic assessment / program measurement and responsibility assessment
6	Theoretical	Planning assessment, technics of assessment, assessment inventory sociometries
7	Intermediate Exam	Midterm Exam
8	Theoretical	Planning assessment, technics of assessment, assessment inventory sociometries
9	Theoretical	Informal tests, standardized tests
10	Theoretical	Examples of standardized tests
11	Theoretical	Alternative assessment techniques, performance based assessment
12	Theoretical	Alternative assessment techniques, performance based assessment
13	Theoretical	Alternative assessment techniques, play based assessment,
14	Theoretical	Alternative assessment techniques, play based assessment,

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70
Midterm Examination	1	8	1	9



Final Examination	1	15	1	16
Total Workload (Hours)				95
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	Understand the definition and types of standardized tests
2	to be able to apply standard tests and interpret the results
3	Understand, apply and interpret evidence-based results
4	Choose appropriate methods for educational evaluation of children with disabilities and normal 0-18 years
5	Interpret the evaluation results

Programme Outcomes (Child Development)

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	5	5	5	5	5
P3	5	5	5	5	5
P4	5	5	5	5	5
P5	5	5	5	5	5
P6	5	5	5	5	5
P7	5	5	5	5	5
P8	5	5	5	5	5
P9	5	5	5	5	5
P10	5	5	5	5	5
P11	5	5	5	5	5

