AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title		Developmental Assessment and Observation Techniques						
Course Code		CGB316		Couse Level		First Cycle (Bachelor's Degree)		
ECTS Credit	4	Workload	105 *(Hours)*	Theory	2	Practice	3	Laboratory	0
Objectives of the Course		Objective of this course is to learn and implement developmental evaluation and observation techniques and to be able to evidence based interpretation						
Course Content		Acquire the knowledge about evaluation, definition and varieties, be able to understand and explain observations and their details. Be able to apply techniques of observation types and interpret the results.						
Work Placement		N/A						
Planned Learning Activities and Teaching Methods			Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)		Assoc. Prof. Selvinaz SAÇAN, Res. Assist. Sevinç Zeynep KAVRUK						

Prerequisites & Co-requisites

Prerequisite	CGB311

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	45
Practice	1	25

Recommended or Required Reading

1	Bayhan, P. (2017) (Editör). Alternative Evaluation in Preschool Period. 4. Baskı. Ankara: Hedef Yayıncılık.
2	Bayhan, P. (2013). Early Childhood Assessment. Morpa, İstanbul.
3	Slentz, K.L. (2008). Assessment in early childhood. In Davidson C(Eds.),Guide to Assessment in Early Childhood. Washington DC: Washington State Office of Superintendent of Public Instruction.
4	Banta, T.W. (2003). Portfolio Assessment: Uses, Cases, Scoring and Impact, San Franciso CA: Jossey-Bass Bracken, B.A.,&Nagle, R.J. (2007). Psychoeducational Assessment of Preschool Children.New Jersey: Lewrence Erlbaum Accociates,Inc.

Week	Weekly Detailed Course Contents	
1	Theoretical	Course description
2	Theoretical	Definition, varieties, features of a good observation, compiling gathered data
3	Theoretical	Direct observations and sample records, period records, time sampling
4	Theoretical	Event sampling, definition and application
5	Theoretical	Planned activity lists, simple participation charts, definition, application, presentation of sample records
6	Theoretical	Period records, time sample, event sample, discussion,presentation
7	Intermediate Exam	Midterm Exam
8	Theoretical	Portfolio definition, application, indirect observations
9	Theoretical	Anecdotal records, definition, rate scale, check list
10	Practice	Applications (Anecdotal records)
11	Practice	Presentation of applications, discussion
12	Practice	Presentation of applications, discussion
13	Practice	Presentation of applications, discussion
14	Theoretical	General Evaluation

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	2	42
Lecture - Practice	14	1	3	56
Midterm Examination	1	2	1	3

Final Examination	1	3	1	4
		Total Workload (Hours)		105
		[Total Workload (Hours) / 25*] = **ECTS**		4

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Will be able to gain information about the definition and types of evaluation
2	Will be able to explain and understand the observations and details of evaluation types
3	Apply the techniques of observation types and interpret the results
4	Choose suitable methods for assessment of handicapped and normal 0-18 year old children by using observation techniques
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				
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			
P11	5	5	5	5	5