



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|---|----------------------|--|---|---------------------------------|---|------------|---|
| Course Title | | Development Assessment, Diagnostics and Monitoring I | | | | | | | |
| Course Code | | CGB401 | | Course Level | | First Cycle (Bachelor's Degree) | | | |
| ECTS Credit | 4 | Workload | 105 (<i>Hours</i>) | Theory | 1 | Practice | 3 | 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), Experiment, Case Study | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|---------------------|----------|----------------|
| Midterm Examination | 1 | 25 |
| Final Examination | 1 | 50 |
| Practice | 1 | 25 |

Recommended or Required Reading

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| 1 | Recent sources on topic |
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| Week | Weekly Detailed Course Contents | |
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| 1 | Theoretical | General information meeting about internship; Introduction of assessment tools for children ages 0 -18 |
| 2 | Theoretical | The use of assessment tools for children aged 0-18 years; institutional observation |
| 3 | Practice | In-class practice for the use of assessment tools; institutional observation |
| 4 | Practice | In-class practice for the use of assessment tools; 0 to 18 age group apply development tools for children (RAM, hospital, family health center, etc.) |
| 5 | Practice | Experience sharing-feedbacks; 0 to 18 age group apply development tools for children (RAM, hospital, family health center, etc.) |
| 6 | Practice | Explanation of the basic principles of writing a progress report; 0 to 18 age group apply development tools for children (RAM, hospital, family health center, etc.) |
| 7 | Intermediate Exam | Midterm exam (submission and evaluation of application reports); 0 to 18 age group apply development tools for children (RAM, hospital, family health center, etc.) |
| 8 | Practice | Explanation of the basic principles of writing a progress report; 0 to 18 age group apply development tools for children (RAM, hospital, family health center, etc.) |
| 9 | Theoretical | experience sharing-feedbacks; Writing a progress report in accordance with the information obtained from the development tools applied for children aged 0-18 and determining the developmental requirements (by participating in activities in line with the institution's work plan) |
| 10 | Theoretical | Experience sharing-feedbacks; Determining the developmental needs in accordance with the information obtained from the development tools applied to children aged 0-18 and writing a development report (participating in the activities in line with the institution's work plan) |
| 11 | Theoretical | Experience sharing-feedbacks; Determining the developmental needs in accordance with the information obtained from the development tools applied to children aged 0-18 and writing a development report (participating in the activities in line with the institution's work plan) |
| 12 | Practice | Experience sharing-feedbacks; Determining the developmental needs in accordance with the information obtained from the development tools applied to children aged 0-18 and writing a development report (participating in the activities in line with the institution's work plan) |



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| 13 | Practice | Experience sharing-feedbacks; Determining the developmental needs in accordance with the information obtained from the development tools applied to children aged 0-18 and writing a development report (participating in the activities in line with the institution's work plan) |
| 14 | Practice | Experience sharing-feedbacks; Determining the developmental needs in accordance with the information obtained from the development tools applied to children aged 0-18 and writing a development report (participating in the activities in line with the institution's work plan) |
| 15 | Practice | Experience sharing-feedbacks; Determining the developmental needs in accordance with the information obtained from the development tools applied to children aged 0-18 and writing a development report (participating in the activities in line with the institution's work plan) |
| 16 | Final Exam | Final exam (file submission and evaluation) |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 2 | 1 | 42 |
| Lecture - Practice | 14 | 0 | 3 | 42 |
| Assignment | 1 | 0 | 6 | 6 |
| Midterm Examination | 1 | 5 | 0 | 5 |
| Final Examination | 1 | 10 | 0 | 10 |
| Total Workload (Hours) | | | | 105 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 4 |

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

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| 1 | Lists evaluation tools |
| 2 | Selects the assessment tool for each age group and development area |
| 3 | Evaluates children of all age groups with the assessment tool of their choice |
| 4 | Interpret the evaluation result |
| 5 | Prepare development evaluation report |

Programme Outcomes (Child Development)

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| 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 |
| P6 | 5 | 5 | 5 | 5 | 5 |
| P7 | 5 | 5 | 5 | 5 | 5 |
| P8 | 5 | 5 | 5 | 5 | 5 |
| P9 | 5 | 5 | 5 | 5 | 5 |
| P11 | 5 | 5 | 5 | 5 | 5 |

