



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|--|------------|--|---|---------------------------------|---|------------|---|
| Course Title | | Child and Media | | | | | | | |
| Course Code | | CGB152 | | Couse Level | | First Cycle (Bachelor's Degree) | | | |
| ECTS Credit | 2 | Workload | 52 (Hours) | Theory | 2 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | To teach to learn the importance of media and to be ready to take responsibility as a child development specialist. | | | | | | | |
| Course Content | | Basic concepts about media (Written, visual, social media), functions of media, Cliches, prejudice and bias of media, child news and perspective about child in newspaper, book, journal, brochure, billboard, radio, film, television and internet/ representation of children in media, Media literacy, Form, frequency and lenght of children's usage of newspaper, journal, brochure, billborad, radio, film, television and internet, Effects of newspaper, journal, brochure, billborad, radio, film, television and internet on children, Sexual perception, role model, social rules, encouragment to consumption, Examination of newspaper, journal, book, brochure, radio, film, television, internet prepared for children, Benefits, Disadvantages, Role and importance of child developmentalist on media, Function of child developmentalist on formulation of parents, educators, media bosses and employers and other parts of society, Social Medya | | | | | | | |
| Work Placement | | No | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Discussion, Case Study | | | | | |
| Name of Lecturer(s) | | Assoc. Prof. Kevser TOZDUMAN YARALI | | | | | | | |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|---------------------|----------|----------------|
| Midterm Examination | 1 | 25 |
| Final Examination | 1 | 45 |
| Attending Lectures | 1 | 15 |
| Assignment | 1 | 15 |

Recommended or Required Reading

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| 1 | Akçalı, Selda (Ed). (2009), Çocuk ve Medya, Nobel Yayın Dağıtım, Ankara. |
| 2 | Ertürk, Yıldız Dilek; Akkor Gül, Ayşen. (2006). Do not deliver your child to the TV |
| 3 | Schneider, Cy.(1987), Children's Television |
| 4 | Akçalı, Selda (Ed). (2009), Children and Media, Nobel Yayın Dağıtım, Ankara. |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|--|
| 1 | Theoretical | Basic concepts about media/theories |
| 2 | Theoretical | The functions of media |
| 3 | Theoretical | Cliches, prejudice and bias of media |
| 4 | Theoretical | Representation of the child in the media |
| 5 | Theoretical | Representation of children in media-Discussion |
| 6 | Theoretical | Form, frequency and length of children's usage of newspaper, journal, brochure, billboard, radio, film, television and internet Effects of newspaper, journal, brochure, billboard, radio, film, television and internet on children |
| 7 | Intermediate Exam | Midterm |
| 8 | Theoretical | Examination of newspaper, journal, book, brochure, radio, film, television, internet prepared for children. |
| 9 | Theoretical | Social media and child |
| 10 | Theoretical | Role and importance of child developmentalist on media |
| 11 | Theoretical | Function of child developmentalist on formulation of parents, educators, media bosses and employers and other parts of society |
| 12 | Theoretical | Developing effective media programs |
| 13 | Theoretical | Developing effective media programs |
| 14 | Theoretical | Search the books and articles about the subject |
| 15 | Theoretical | General Evaluation |



Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|--|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 1 | 2 | 42 |
| Midterm Examination | 1 | 3 | 1 | 4 |
| Final Examination | 1 | 5 | 1 | 6 |
| Total Workload (Hours) | | | | 52 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 2 |
| *25 hour workload is accepted as 1 ECTS | | | | |

Learning Outcomes

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|---|--|
| 1 | Recognize the general concepts of media |
| 2 | Recognize the functions, biases and biases of media |
| 3 | Comprehend the representation of the child in the media; interpret the effects of media on children |
| 4 | As a child developmentist, he / she can develop necessary sensitivity to media and child |
| 5 | Be aware of the task of raising awareness of the necessary segments of society and take responsibility |

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 | 4 | 4 | 4 | 4 | 4 |
| P4 | 3 | 3 | 3 | 3 | 3 |
| P6 | 4 | 4 | 4 | 4 | 4 |
| P7 | 3 | 3 | 3 | 3 | 3 |
| P8 | 3 | 3 | 3 | 3 | 3 |
| P9 | 3 | 3 | 3 | 3 | 3 |
| P10 | 4 | 4 | 4 | 4 | 4 |
| P11 | 4 | 4 | 4 | 4 | 4 |

