



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Sensory Training							
Course Code		CGB258		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	78 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To learn the development of sense and perception and become able to consult families and professionals							
Course Content		Definitions and differences of sensation and perception, 5 Sense, Sense of Sense, Sense of Hearing, Sense of Touch, Sense of Taste, Sense of Smelling, Vestibular sense, tactile sense, the development process and characteristics of proprioceptive senses and supporting the development of these senses.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration, Discussion, Individual Study					
Name of Lecturer(s)									

### Assessment Methods and Criteria

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

### Recommended or Required Reading

1	Yıldız Bıçakçı, M. (ed.). Development in Infancy and Early Childhood. Development and Support of the Senses
2	Dunstan, P.J. (2009), Child Sense, Bantam Books, USA.
3	Madi, B. (2011), How Learning Occurs in the Brain, 2nd Edition, Efil Yayınevi, İstanbul.
4	Silberg, J. (2006), Learning Games Exploring the Senses, Gryphon House Inc., Beltsville.

Week	Weekly Detailed Course Contents	
1	Theoretical	Sensation and Perception; Definitions, Differences, Sense Organs
2	Theoretical	Approaches about sensation and perception, the factors that effect perception
3	Theoretical	Hearing ; Development and supporting at early age
4	Theoretical	Sight; Development and supporting at early age
5	Theoretical	Touch; Development and supporting at early age
6	Theoretical	Taste and Smell; Development and supporting at early age
7	Intermediate Exam	Midterm Exam
8	Theoretical	Balance; Development and supporting at early age
9	Theoretical	Activities that support 7 senses
10	Theoretical	Activities support 7 senses; at home and in family
11	Theoretical	Activities support 7 senses; at kindergarten and to professionals
12	Practice	Develop suggestions that support perception development
13	Practice	Develop suggestions that support perception development
14	Practice	Develop suggestions that support perception development

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	2	56
Midterm Examination	1	8	1	9
Final Examination	1	12	1	13
Total Workload (Hours)				78
[Total Workload (Hours) / 25*] = ECTS				3
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	Learn the basic definitions of sensation and perception
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2	Learn approaches about perception development
3	Explain the factors affecting perception
4	Understands the development process and properties of the seven senses
5	Develop an intervention plan to support the development of the seven senses

**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	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
P11	4	4	4	4	4

