AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title		Visual Impairment					
Course Code		CGB452		Couse Level	First Cycle (Bachelor's Degree)		
ECTS Credit	2	Workload	52 *(Hours)*	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To aim to describe the basic teaching strategies, specialized instructional techniques, assessment techniques, and attitudes towards persons with handicaps.					
Course Content		The course content from visual impairment effects development and learning impact the description, student with visual impairment learning styles, communication strategies with visual impairment students, educational assessment and teaching strategies for visual impairment.					
Work Placement		N/A					
Planned Learning Activities and Teaching Methods		Explanation (Presentation), Discussion					
Name of Lecturer(s)							

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	U. Tüfekçioğlu (Ed).Education of Children with Hearing, Speech and Vision Problems. Eskişehir: Anadolu Üniversitesi Yayınları.
2	Tuncer, T. (2003).Classroom arrangements for children with sight impairment

Week	Weekly Detailed Course Contents	
1	Theoretical	Historical perspective, Educational conditions / preparation
2	Theoretical	Blindness and weakness - The effects of vision loss - Anatomy and physiology of vision - Common eye defects and their educational practices / adaptations
3	Theoretical	Assessment of vision (functional visual assessment) - Visual aids for visually impaired children and adolescents (adults) - Assessment procedures
4	Theoretical	Special curriculum - Listening skills - Development of reading and writing by touch
5	Theoretical	Independent movement skills (and independent living skills)
6	Theoretical	Curriculum entry - Study skills
7	Intermediate Exam	Midterm Exam
8	Theoretical	Introduction to technology - Learning environment
9	Theoretical	Mainstreaming curriculum / Introduction principles - Turkish, Mathematics, Science, Social studies, Technology knowledge, Music
10	Theoretical	Physical education, Art and design, Non-curricular activities
11	Theoretical	Children with visual impairment and multiple inadequacies - Development of early communication skills - Educational technology Functional vision assessment and development of vision - Multiple inadequacies in the senses - Curriculum issues -
12	Theoretical	Role of special education teacher - work with family, teacher guidance, support for students in inclusion, private school teacher, counseling skills
13	Theoretical	Teacher training, competence of teachers
14	Theoretical	Preparation for final exam

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

1	Knows the basic concepts of education of the visually impaired
2	Explain the effects of visual impairment on development
3	Knows material and environment arrangements
4	Explain teaching methods
5	Ailelere gelişimsel destek konusunda rehberlik yapar

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