



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Curriculum Development in Early Childhood							
Course Code		CGB260		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	73 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		After completing this course students will be able to: define basic concepts of curriculum development, explain components of curriculum development, apply principles of planning instruction.							
Course Content		Basic concepts about curriculum development, early childhood, aims and principles of education, the development of the world and early childhood education in Turkey (ages primary and secondary, 15-16, 17-18. centuries, 19-21. century), early childhood general characteristics of education, achievements and indicators, elements of program development, program development for 0-36 months old children (learning environment, daily flow, activity plan, evaluation), program development for 36-72 months old children (planning and implementation, learning centers, monthly training plan, daily training flow, activity plan, activity types, evaluation).							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration, Discussion					
Name of Lecturer(s)		Assoc. Prof. Ayhan BULUT							

Assessment Methods and Criteria

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

Recommended or Required Reading

1	Child in Motion, Game Development and Teaching. (2001). (Edit. Umran TÜFEKÇİOĞLU.) Anadolu Üniversitesi Açıköğretim Fakültesi Yayını No. 715
2	GENÇ, Şengül ve Nuray SENEMOĞLU. (2001). Pre-school education. İlköğretimde Etkili Öğretme ve Öğrenme Öğretmen El Kitabı. Modül 12.
3	Okulöncesi Eğitimin İlke ve Yöntemleri. (2000). (Edit. Şefik YAŞAR.) Anadolu Üniversitesi Açıköğretim Fakültesi Yayını No. 699

Week	Weekly Detailed Course Contents	
1	Theoretical	Course Introduction
2	Theoretical	Principles for preparing programs for the Early Childhood Period
3	Theoretical	Training Methods and Techniques
4	Theoretical	Activity types, application techniques
5	Practice	Classroom Practice
6	Theoretical	Determining goals and achievements for development areas
7	Intermediate Exam	Midterm Exam
8	Theoretical	Determining goals and achievements for development areas
9	Theoretical	Program Evaluation Process
10	Theoretical	Methods of evaluating the child in the classroom environment during early childhood
11	Theoretical	Methods of evaluating the child in the classroom environment during early childhood
12	Theoretical	Development of adaptive material
13	Theoretical	An overview
14	Theoretical	An overview

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	2	56
Midterm Examination	1	5	1	6



Final Examination	1	10	1	11
Total Workload (Hours)				73
[Total Workload (Hours) / 25*] = ECTS				3
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	To comprehend the importance of developing a developmental support program
2	Having an idea of what to consider when preparing support programs for socially disadvantaged children, children with special needs and premature babies
3	Listing the principles of training program preparation
4	Determining the purpose-gain for development areas
5	Preparing a program to support early childhood period.
6	Implementing the program to support the early childhood period.
7	Program Evaluation and evaluation report writing

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	4	4	4	4	4
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

