



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Early Childhood Sensory Education							
Course Code		ÇGEL533		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	4	Workload	104 ( <i>Hours</i> )	Theory	2	Practice	2	Laboratory	0
Objectives of the Course		To be able to prepare support programs related to sensory development and to be able to give advice to family and related professionals.							
Course Content		The importance of sensory education in terms of development, the purpose of sensory education, the activities and materials for sensory education, the sensory education for children with special needs, the preparation, implementation and evaluation of sensory education program.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Project Based Study, Individual Study					
Name of Lecturer(s)									

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Final Examination	1	50
Assignment	2	25
Project	1	25

### Recommended or Required Reading

1	Madi, B. (2011), How the Learning Brain Occurs, 2nd Edition, Efil Publishing House, Istanbul.
2	San Bayhan, P.; Ascending, İ. (2004), Child Development and Education, MORPA Culture Publications, Istanbul.

Week	Weekly Detailed Course Contents	
1	Theoretical	Sensation and perception; definitions, differences, sense organs
2	Theoretical	Approaches related to sensation and perception, perception characteristics, factors affecting perception
3	Theoretical	Hearing sensation; development and early support
4	Theoretical	Visual perception; development and early support
5	Theoretical	Touch sensation; development and early support
6	Theoretical	Perception of smell and taste; development and early support
7	Theoretical	Proprioception; development and early support
8	Theoretical	Equilibrium; development and early support (Midterm)
9	Theoretical	Developing examples of activities to support early development of senses
10	Theoretical	Activities promoting perception development; suggestions for home environment
11	Theoretical	Activities promoting perception development; suggestions for the institutional environment
12	Theoretical	Presentations
13	Theoretical	Environment and perception
14	Theoretical	Project development and project presentation
15	Final Exam	Final exam

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	2	56
Assignment	2	5	2	14
Project	1	15	2	17
Final Examination	1	15	2	17
Total Workload (Hours)				104
[Total Workload (Hours) / 25*] = ECTS				4

\*25 hour workload is accepted as 1 ECTS



**Learning Outcomes**

1	Learn basic definitions of sensation and perception
2	Learn approaches about perception development.
3	Learn the factors affecting the perception.
4	Learn the development process and properties of the seven senses.
5	Develop a supportive intervention plan for the development of the seven senses.
6	They have the competence to give advice to family and related professionals.

**Programme Outcomes (Child Development Master)**

1	1. Has a deep and systematic level of knowledge about self-care, physical-motor, cognitive-language, social-emotional development areas of 0-18 year old children.
2	Knows all concepts about the development and the education of 0-18 year old children and youth by developing the habit of research and learning, keeping consciousness and knowledge constantly throughout life, and follows the studies on this subject.
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	Identifies the problems in his/her country on health, developmental, educational and social services issues of 0-18 year old children and their families, produces appropriate solutions and original ideas using his/her basic knowledge about these problems.
5	Using his/her basic information on the topics of Child Development and Education, makes suggestions, transfers the learned topics into practice, interprets information and results from practice. Analyzes the scientific research published in the field with a critical point of view.
6	Can use his/her accumulated information on his/her profession in favor of health, educational and social services organizations, particularly for children and their families, takes active roles in developmental and educational programs and related projects; participates in researches.
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	Can integrate his/her accumulated information about his/her profession with information from different disciplines, and can create multidisciplinary workspaces by participating team work.

**Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High**

	L1	L2	L3	L4	L5	L6
P1	5	5	5	5	5	5
P2	5	5	5	5	5	5
P3	5	5	5	5	5	5
P4	5	5	5	5	5	5
P5	5	5	5	5	5	5
P6	5	5	5	5	5	5

