



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Environmental Education in Childhood							
Course Code		ÇGEL535		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	6	Workload	151 (<i>Hours</i>)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		Create environment sensibility and conscious of environment.							
Course Content		This course includes the subjects such as environment sensibility and conscious of environment.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study, Individual Study					
Name of Lecturer(s)									

Assessment Methods and Criteria

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

Recommended or Required Reading

1	Atasoy, E. (2006). Çevre için eğitim: Çocuk doğa etkileşimi. Bursa: Ezgi Kitabevi.
2	Büyüktaşkapı, S., Öztürk Samur, A., Koçyiğit, S., ve Özenoğlu Kiremit, H. (2013). Çocuk ve çevre. Ankara: Vize Yayıncılık.
3	Kiremit, H. (2013). Çocuk ve çevre. Ankara: Vize Yayıncılık.
4	Kansu, N. (2012). Çocuğumla doğadayız. Ankara: Elma Yayınevi.
5	Louv, R. (2010). Doğadaki son çocuk. (Çev. C. Temürcü). Ankara: Tübitak Yayınları
6	Önder, A. ve Özkan, B. (2013). Sürdürülebilir çocuk gelişimi: Okul öncesinde etkinliklerle çevre eğitimi. Ankara: Anı Yayıncılık.

Week	Weekly Detailed Course Contents	
1	Theoretical	Child and nature interaction
2	Theoretical	Environment concept and environment education, levels of environment education, bases of environment education
3	Theoretical	Environmental awareness and sustainable development
4	Theoretical	Environmental education in formal education
5	Theoretical	Environmental education and development relationship
6	Theoretical	The activity types in nature
7	Theoretical	Scientific process skills in environmental education
8	Theoretical	Scientific content areas in environmental education
9	Theoretical	Role of parents on developing child's environment sensibility
10	Theoretical	Role of parents on developing child's environment sensibility
11	Theoretical	Role of none governmental organizations on developing child's environment sensibility
12	Theoretical	Environmet activities about environmet education
13	Theoretical	Environmet activities about environmet education
14	Theoretical	Environmet activities about environmet education
15	Final Exam	Final exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	5	2	98
Assignment	2	5	2	14
Term Project	1	20	2	22



Final Examination	1	15	2	17
Total Workload (Hours)				151
[Total Workload (Hours) / 25*] = ECTS				6
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	Understand the importance of creating environment sensibility and conscious of environment protection from early years.
2	Understand how to teach environment sensibility to children.
3	Learn how to fix conscious of environment protection to children.
4	Know which materials use to give environment sensibility.
5	Learn how the activities, which children need to have conscious of environment protection, perform in the class.

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
P1	5	5	5	5	5
P2	5	5	5	5	5
P3	5	5	5	5	5
P4	5	5	5	5	5
P5	5	5	5	5	5
P6	5	5	5	5	5

