AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Early Childhood Education Programs						
Course Code	ÇGEL543		Couse Level	Second Cycle (Master's Degree)			
ECTS Credit	8	Workload	194 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	Understanding and analyzing early childhood curricula and approaches and assessing the applicability of these approaches, taking into account the age, developmental context, and environmental conditions of our country's children.						
Course Content	Assessment of approaches and curriculum such as Head Start, Bank Street, High Scope, Waldorf as well as educational views such as philosophy of early childhood education programs, developmental appropriateness, transition to practice in the field, Maria Montessori, Sylvia Aston Warner, Caroline Pratt, Costance Kamii and Rheta Devries						
Work Placement	N/A						
Planned Learning Activities and Teaching Methods		Explanation (Presentation), Discussion, 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	Driscoll, A., Nagel, N.G.(1999); Childhood education, Birth to 8
2	Gandini,L; Hill, L; Cndwell,L& Schawall. .(Eds.). (2005). In the Spirit of the Studio. Teachers College Press,New York,USA.
3	Brower,A.J. (1998). Introduction to Early Childhood education Preschool Through Primary Grades. Allyn and Bacon
4	Berk, E.L.(1994); Child development 3th ed.
5	Edwards,C.;Gandini,L.; Forman G.(Eds.).(1989). The reggio Emilia Approach-Advanced Reflections. Ablex publishing Corporation, London, England.
6	Kessler,S.; Swadener,B:B.(1992). Reconceptualizing the Early Childhood Curriculum.Teachers College Columbia University, New York,USA.
7	Hyun,U. (1998). Making Sense of Developmentally and Culturally Appropriate Practice in Early Childhood Education. Peter Lung Publishing, New York,USA.
8	Bayhan,P; Artan. İ. (2004). Çocuk Gelişimi ve Eğitimi.Morpa yayinevi, Istanbul.

Week	Weekly Detailed Course Contents	
1	Theoretical	Definition of the curriculum, philosophy
2	Theoretical	Philosophy of the curriculum, developmental appropriateness
3	Theoretical	Included Curriculum, thematic Curriculum
4	Theoretical	Switching to practice
5	Theoretical	Maria Montessori
6	Theoretical	Sylvia Aston Warner
7	Theoretical	Caroline Pratt
8	Theoretical	Costance Kamii ve Rheta Devries
9	Theoretical	Head Start ,Bank Street
10	Theoretical	High scope
11	Theoretical	Waldorf
12	Theoretical	Reggio Emilia
13	Theoretical	These opinions and approaches to curriculum building, discussion, family participation
14	Theoretical	Project presentation
15	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	4	4	112
Assignment	2	10	4	28
Term Project	1	20	2	22
Final Examination	1	30	2	32
			Total Workload (Hours)	194
			[Total Workload (Hours) / 25*] = **ECTS**	8

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Describe, evaluate and analyze early childhood approaches that have been demonstrated and practiced in the literature
2	Develop, implement and evaluate new curriculum programs in line with these approaches
3	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.
4	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.
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.

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
P7	5	5	5	5	5