



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Child and Picture							
Course Code		ÇGEL550		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	6	Workload	148 (<i>Hours</i>)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		Encouraging pupils' self-confidence, and supporting their ability to learn how to communicate with children through arts education.							
Course Content		Methods of supporting the developmental characteristics of children with art education in childhood, artistic approaches, creative art events supporting small muscle motor development							
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	1	25
Project	1	25

Recommended or Required Reading

1	1. Cox, M.V. (1993); Children's Drawings of The Human Figure
2	2. Yavuzer, H.(2013). Resimleriyle Çocuk. 17. Baskı. İstanbul: Remzi Kitabevi
3	1. Darıca, N. (2003). Etkinlik Dünyası.Morpa Kültür yayınları, İstanbul.
4	2. Artut, K. (2004). Sanat Eğitimi Kuram ve Yöntemleri. Anı Yayıncılık
5	3. Schirmacher, R. (2006). Art and Creative Development for Young Children.Thomson Delmar learning.
6	4. Kalburan, C, N. (2011). Erken Çocukluk Döneminde Yaratıcılık ve Sanat, Eğiten Kitap, Anka

Week	Weekly Detailed Course Contents	
1	Theoretical	History of Children's Paintings
2	Theoretical	Theoretical Perspective on Children's Paintings
3	Theoretical	As a communication tool Pictures and opinions about children's pictures
4	Theoretical	Stages of development in children's pictures: Scribble period (2-4 years)
5	Theoretical	Pre-schema period (4-7 years)
6	Theoretical	Schematic Period (7-9 years)
7	Theoretical	Realistic period (9-12 years)
8	Theoretical	Logic Period (12-14 years)
9	Theoretical	The most common topics in children's pictures and differences according to sex
10	Theoretical	Features of children's pictures
11	Theoretical	The role of parents and school in the face of child's picture activity
12	Theoretical	Features of Normal Development Level Children's Pictures
13	Theoretical	Review of Children's Paintings
14	Theoretical	Pictures of children with special needs or different problems
15	Theoretical	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70
Assignment	2	10	2	24
Project	1	20	2	22



Final Examination	1	30	2	32
Total Workload (Hours)				148
[Total Workload (Hours) / 25*] = ECTS				6
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	The level of mental development, emotional state in child's picture
2	. Can make a general comment about the relationship with the inner world and its immediate surroundings.
3	While evaluating the child, it can also benefit from children's pictures as well as other developmental tests.
4	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.
5	Can integrate his/her accumulated information about his/her profession with information from different disciplines, and can create multidisciplinary workspaces by participating team work.

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
P5	5	5	5	5	5
P7	5	5	5	5	5
P9	5	5	5	5	5

