



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|---|----------------------|---|---|---------------------------------|---|------------|---|
| Course Title | | Local-Children Games In Social Studies Teaching. | | | | | | | |
| Course Code | | SBÖ007 | | Course Level | | First Cycle (Bachelor's Degree) | | | |
| ECTS Credit | 4 | Workload | 100 (<i>Hours</i>) | Theory | 2 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | Emphasizing the effectiveness of local games in social studies teaching | | | | | | | |
| Course Content | | The relationship between game and education Social studies course and the game relationship The effect of the game in child development | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Demonstration, Discussion, Case Study, Individual Study | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Assessment Methods and Criteria

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

Recommended or Required Reading

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| 1 | Kasap Süslü, N. E. (2014). Çocuk Eğitiminde Oyun Dili. Hayy Kitap: Ankara |
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| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|--------------------------------------|
| 1 | Theoretical | Child development and needs |
| 2 | Theoretical | Game concept, structure and features |
| 3 | Theoretical | Effect of game on child development |
| 4 | Theoretical | Game-education relationship |
| 5 | Theoretical | Game-education relationship |
| 6 | Theoretical | Local games |
| 7 | Theoretical | Local games |
| 8 | Theoretical | Universal games |
| 9 | Intermediate Exam | Midterm |
| 10 | Theoretical | Game design |
| 11 | Theoretical | Instructional design examples |
| 12 | Theoretical | Student Designs |
| 13 | Theoretical | Student Designs |
| 14 | Theoretical | Presentation of student designs |
| 15 | Final Exam | Final |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 2 | 5 | 98 |
| Midterm Examination | 1 | 0 | 1 | 1 |
| Final Examination | 1 | 0 | 1 | 1 |
| Total Workload (Hours) | | | | 100 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 4 |

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

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| 1 | Recognize the effect of the game in child development. |
| 2 | Explain the relationship between education and game |
| 3 | Explain the place of the game in social studies education |
| 4 | Can integrate the game into social studies lesson plans |



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| 5 | make teaching design |
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Programme Outcomes (Social Studies Teacher Education)

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| 1 | To be able to gain subject knowledge of profession in theory and practice in the learning process. |
| 2 | To be able to make plans related to the subject-matter and gain the competence of using the appropriate approach, strategy, technique for the plans in the learning process. |
| 3 | To be able to gain skills of the teaching profession in the learning process. |
| 4 | To be able to implement teaching profession knowledge, skills, attitudes and habits related to the subject-matter in a real teaching and learning environment in the learning process. |
| 5 | To be able to comprehend contemporary approaches of education and the philosophies they are based on. |
| 6 | To be able to gain the basic skills such as comprehending, expressing, commenting, evaluating, being aware and enterprising, communicating, acknowledging the individual related to the subject-matter. |
| 7 | To be able to become individuals faithful to the Principles and Revolutions of Atatürk, be modern democratic, secular, protecting and deveoping one's country, being alive to the nation, respecting human rights, preserving the nature, not being discriminatory, giving importance to the traditions and customs, protecting the values |
| 8 | To be able to improve oneself in terms of sport, art and culture. |
| 9 | To be able to become individuals believing in lifelong learning. |
| 10 | To be able to educate individuals who keep up with developments in social, economic, technological and scientific areas, who investigate the main reasons of World problems and try to contribute to the solution of these problems. |

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 | 4 | | | | |
| P2 | 5 | | | | |
| P3 | | | | 5 | |
| P4 | | | | | 5 |
| P5 | | | | 4 | |
| P7 | | | 5 | | |
| P8 | | 5 | | | |
| P9 | | 5 | | | |
| P10 | | | 4 | | |

