



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Drama In Social Studies Teaching							
Course Code		SBÖ008		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	4	Workload	102 (<i>Hours</i>)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To provide verbal and non-verbal communication in the educational environment; to stimulate creative and critical thinking; develop four basic language skills; respecting the forms of art; Social studies are to develop drama-based activities in education.							
Course Content		Definition and meaning of the term educational drama, the difference of similar terms (Psycho drama, Creative drama, Drama-Play, Drama), history of drama practice with children, the structure and application stages of educational drama, classification of educational drama according to age groups and application areas, educational drama environment and teacher qualifications, special techniques in educational drama, evaluation of educational drama, educational drama samples suitable for educational purposes and development of new examples.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study					
Name of Lecturer(s)		Prof. Elif ALADAĞ							

Assessment Methods and Criteria

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

Recommended or Required Reading

1	Küçükahmet L; H. Borçbakan; S.S. Karamanoğlu (2001) "İlköğretimde Drama" Ankara
2	Gönen M; S. Şahin; A.İ. Yükselen; E. Tanju; S. A. Celep (2006); "Çocuklar İçin Yaratıcı Drama" EPSILON YAYINLARI
3	Yılmaz N.; A. Kırkar; M.C. Alibeyolu; B. Kılıçarslan (2008) "İlköğretim Derslerinde Yaratıcı Drama Uygulamaları" ÇINAR YAYINLARI

Week	Weekly Detailed Course Contents	
1	Theoretical	Introducing the content of the course and reviewing the basic concepts and program structure related to social studies.
2	Theoretical	Definition and meaning of the term educational drama, similar terms (Psycho drama, Creative drama, Drama-Play, Drama) is revealed the difference
3	Theoretical	History of drama practices with children are given. The structure and application stages of educational drama are reviewed
4	Theoretical	Classification of educational drama according to age groups and application areas, educational drama environment and teacher qualifications, and special techniques in educational drama are reviewed.
5	Theoretical	Contemporary assessment techniques are introduced on how to evaluate educational drama.
6	Theoretical	Examples of educational drama for social studies gains and development of new examples
7	Theoretical	Examples of educational drama for social studies gains and development of new examples.
8	Theoretical	Examples of educational drama for social studies gains and development of new examples
9	Intermediate Exam	MIDTERM EXAM
10	Theoretical	Examples of educational drama for social studies gains and development of new examples
11	Theoretical	Examples of educational drama for social studies gains and development of new examples
12	Theoretical	Examples of educational drama for social studies gains and development of new examples.
13	Theoretical	PROJECT PRESENTATIONS
14	Theoretical	Examples of educational drama for social studies gains and development of new examples



15	Theoretical	GENERAL EVALUATION
16	Theoretical	FINAL

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	2	56
Lecture - Practice	5	1	1	10
Individual Work	5	5	1	30
Midterm Examination	1	1	1	2
Final Examination	1	2	2	4
Total Workload (Hours)				102
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	Respects art forms.
2	Gains the skills of four basic language skills (reading, writing, speaking and listening).
3	Designs and applies drama texts in order to gain social sciences lessons.
4	Self-confidence and decision-making skills develop.
5	Develop cooperation and responsibility skills.

Programme Outcomes (Social Studies Teacher Education)

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 Ataturk, be modern democratic, secular, protecting and developing 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		4			
P3					5
P4					4
P5			4		
P6				4	
P7				5	
P8		5			
P9	4		5		
P10	4				

