



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Learning Environments in Early Childhood Education							
Course Code		OÖÖ423		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	72 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To acquire knowledge and skills related to properties and arrangement of the early childhood educational environment.							
Course Content		The importance of educational environment and equipment in early childhood institution, outdoor and indoor areas should be found in early childhood institution, the units in the early childhood institution building and their features, features and arrangement of educational environments, investigation and comparison of educational environment arrangement in different early childhood education approach.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study, Individual Study, Problem Solving					
Name of Lecturer(s)									

Assessment Methods and Criteria

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

Recommended or Required Reading

1	Demiriz, S., Ulutaş, İ. & Karadağ, A. (2011). Okul Öncesi Eğitim Kurumlarında Eğitim Ortamı ve Donanım. Ankara: Anı Yayıncılık.
2	Poyraz, H. & Dere, H. (2003). Okulöncesi Eğitim İlke ve Yöntemleri. Ankara: Anı Yayıncılık.
3	Gül, D. E. (2010). Okul Öncesi Eğitim Ortamları. Zembat, R. (Ed). Okul Öncesinde Özel Öğretim Yöntemleri. Ankara: Anı Yayıncılık.
4	Fazlıoğlu, Y., Seçer, Z., Kartal, H., Koçer, H., Arkan, A., Öztürk, Y... (2013). Erken Çocukluk Eğitiminde Yaklaşımlar ve Programlar. Temel, Z.F. (Ed). Ankara: Vize Yayıncılık.
5	Bilgin, H. (2013). Okul Öncesi Eğitimde Fiziksel Mekanın Düzenlenmesi. Uyanık Balt, G. & Bilgin, H. (Ed). Okul Öncesi Eğitimde Sınıf Yönetimi. Ankara: Eğiten Kitap.
6	Poyraz, H. & Dere Çiftçi, H. (2011). Okul Öncesi Eğitiminin İlke ve Yöntemleri. Ankara: Anı Yayıncılık.
7	Acer, D. (2012). Okul Öncesi Eğitim Kurumlarının Fiziksel ve Eğitsel Ortamları. Haktanır, G. (Ed). Okul Öncesi Eğitime Giriş. Ankara: Anı Yayıncılık.
8	Ulutaş, İ. (2012). Okul Öncesi Eğitim Ortamlarının Fiziksel Özellikleri. Avcı, N. & Toran, M. (Ed). Okul Öncesi Eğitime Giriş. Ankara: Eğiten Kitap.
9	Ramazan, O. (2005). Okul Öncesi Kurumlarda Fiziksel Ortam. Oktay, A. & Polat Unutkan, Ö. (Ed). Okul Öncesi Eğitimde Güncel Konular. İstanbul: Morpa Yayınevi.

Week	Weekly Detailed Course Contents	
1	Theoretical	Course content, scope and definition
2	Theoretical	The importance of educational environment and equipment in early childhood institution and features of institutions
3	Theoretical	Outdoor and indoor areas should be found in early childhood institution and the investigation of their features.
4	Theoretical	Outdoor and indoor areas should be found in early childhood institution and the investigation of their features.
5	Theoretical	The units in the early childhood institution building and investigation of their features
6	Theoretical	Features and arrangement of educational environments
7	Theoretical	Investigation and comparison of educational environment arrangement in different early childhood education approach.
8	Theoretical	Investigation and comparison of educational environment arrangement in different early childhood education approach.
9	Intermediate Exam	Intermediate Exam
10	Theoretical	Project work on planning early childhood institution outdoor (garden) and play area
11	Theoretical	Project work on planning early childhood institution indoor area
12	Theoretical	Project work on planning early childhood institution, educational environment and learning centers.



13	Theoretical	Examination and evaluation of project work.
14	Theoretical	Examination and evaluation of project work.
15	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	2	28
Assignment	4	2	2	16
Individual Work	8	0	1	8
Midterm Examination	1	0	10	10
Final Examination	1	0	10	10
Total Workload (Hours)				72
[Total Workload (Hours) / 25*] = ECTS				3

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Knows the importance of educational environment and equipment in early childhood education institutions.
2	Knows the features of early childhood education institution building (outdoor and indoor area).
3	Knows and plans the physical features of early childhood education institution's outdoor area.
4	Knows and plans the physical features of early childhood education institution's indoor area.
5	Knows and plans the physical features of early childhood education institution's educational environment.
6	Investigate and compares the educational environment arrangement in different early childhood education approach.

Programme Outcomes (Early Childhood 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 gain the competence of using the appropriate approach, strategy, technique for the plans in the learning process, by making instructional plans related to the subject-matter.
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	L6
P1	5	4	4	4	5	4
P2	4	3	3	3	4	3
P3	4	4	5	5	5	5
P4	4	4	4	4	5	5
P5	4	3	3	3	4	5
P6	4	4	4	4	4	4
P7	4	4	4	4	4	4
P8	4	3	3	3	3	5
P9	3	3	3	3	3	3
P10	5	5	5	5	5	4

