# AYDIN ADNAN MENDERES UNIVERSITY
# COURSE INFORMATION FORM

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|---|---|---|---|---|---|---|---|---|---|
| Course Title | Drama in Education | | | | | | | | |
| Course Code | EBB284 | | Couse Level | First Cycle (Bachelor's Degree) | | | | | |
| ECTS Credit | 4 | Workload | 101 *(Hours)* | Theory | 2 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | To gain a general awareness about drama and its usage in education | | | | | | | | |
| Course Content | Drama, Drama in Education, Drama Techniques, Collective Interaction studies | | | | | | | | |
| Work Placement | N/A | | | | | | | | |
| Planned Learning Activities and Teaching Methods | Explanation (Presentation), Case 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 | Öztürk, A. (2005). Çocukta Yaratıcılık ve Drama. Eskişehir: Anadolu Üniversitesi. |
| 2 | Redington, C. (1983). Can Theatre Teach. Pergamon Prss Ltd. |
| 3 | Mc Caslin, N. (1990). Creative Drama in the Classroom. Longman Ltd. |

| Week | Weekly Detailed Course Contents | |
|---|---|---|
| 1 | Theoretical | Definition and importance of drama in education |
| 2 | Theoretical | History of drama in education and applications |
| 3 | Theoretical | Basic principles of drama in education |
| 4 | Theoretical | Why drama in education |
| 5 | Theoretical | Preparation of drama syllabus |
| 6 | Theoretical | Techniques and approaches Planning of drama lecture |
| 7 | Theoretical | Use of stimulus in drama |
| 8 | Intermediate Exam | Midterm Exam |
| 9 | Theoretical | Warm-ups |
| 10 | Theoretical | Concentration |
| 11 | Theoretical | Coordination |
| 12 | Theoretical | Confidence |
| 13 | Theoretical | Five-senses -observation |
| 14 | Theoretical | Interaction within a group-Creativism and Improvision |

| | | |
|---|---|---|
| 15 | Theoretical | General Evaluation |
| 16 | Final Exam | Final Exam |

| **Workload Calculation** | | | | |
|---|---|---|---|---|
| Activity | Quantity | Preparation | Duration | Total Workload |
| Lecture - Theory | 14 | 4 | 2 | 84 |
| Midterm Examination | 1 | 10 | 1 | 11 |
| Final Examination | 1 | 5 | 1 | 6 |
| | | | Total Workload (Hours) | 101 |
| | | | [Total Workload (Hours) / 25*] = **ECTS** | 4 |
| **25 hour workload is accepted as 1 ECTS* | | | | |

| **Learning Outcomes** | |
|---|---|
| 1 | Comprehend the basis of drama and theoretical explanations |
| 2 | Look at the problems faced in education in different ways |
| 3 | Express themselves better in verbal or non-verbal ways |
| 4 | Gain skills in team works |
| 5 | Applies drama techniques in education |

| **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 Ataturk, 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 | 3 | 2 | 2 | 2 | 4 |
| P2 | 2 | 2 | 2 | 2 | 3 |
| P3 | 3 | 2 | 2 | 3 | 4 |
| P4 | 2 | 2 | 2 | 2 | 4 |
| P5 | 3 | 2 | 2 | 2 | 4 |
| P6 | 2 | 2 | 2 | 3 | 4 |
| P7 | 3 | 2 | 2 | 2 | 3 |
| P8 | 2 | 2 | 3 | 2 | 3 |
| P9 | 2 | 2 | 2 | 4 | 3 |
| P10 | 2 | 2 | 3 | 2 | 3 |