



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Drama in Early Childhood Education							
Course Code		OÖÖ228		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	78 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		The aim of this course is to recognize drama as a teaching method in education, to comprehend the importance and benefits of play and drama in child development and education and to plan drama activities in pre-school education.							
Course Content		Definition and meaning of drama; psycho-drama, creative drama, educational drama socio-drama etc. concepts; drama-game relationship; the history of drama practices in education; the structure of drama and its application stages in education; drama environment and teacher qualifications; evaluation of drama; drama samples suitable for educational purposes, development and application of samples.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)		Lec. Emine İNCİ							

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	50
Assignment	1	20

Recommended or Required Reading

1	Adıgüzel Ömer 2006. Yaratıcı Drama. Naturel Yay. Ankara.
2	Levent Tamer.1993. Niçin Tiyatro. Gündoğan Yay. Ankara
3	Özdemir Nutku. 1998. Oyun Çocuk Tiyatro. Özgür Yay. İstanbul.
4	Üstündağ Tülay 2001. Yaratıcı Drama Öğretmenimin Günlüğü. Pegem Yayıncılık. Ankara
5	Önder Alev.1999. Yaşayarak Öğrenme İçin Eğitici Drama.Epsilon Yay. İstanbul

Week	Weekly Detailed Course Contents	
1	Theoretical	Definition and meaning of drama
2	Theoretical	Differences and similarities between drama types and game application
3	Theoretical	History of educational drama
4	Theoretical	The importance and benefits of play and drama in child development and education, examples of improvisation
5	Theoretical	Creative drama techniques used in pre-school period, photography techniques
6	Theoretical	Use stories in creative drama
7	Theoretical	Drama environment and teacher qualifications
8	Intermediate Exam	Midterm 1
9	Theoretical	The structure of drama and its application stages in education
10	Theoretical	The relationship between types of learning and drama Dramatic play
11	Theoretical	Detecting individual and cluster creativity
12	Theoretical	Evaluation of drama; samples of drama suitable for educational purposes /Evaluation of drama
13	Theoretical	Evaluation of drama; samples of drama suitable for educational purposes /Evaluation of drama
14	Theoretical	Evaluation of drama; samples of drama suitable for educational purposes /Evaluation of drama
15	Final Exam	Final

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	2	28
Assignment	12	0	2	24
Studio Work	1	0	6	6
Midterm Examination	1	0	10	10



Final Examination	1	0	10	10
Total Workload (Hours)				78
[Total Workload (Hours) / 25*] = ECTS				3
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	Students identify the drama concept and its meaning
2	Students explain the necessity of drama technique in education
3	Students list the types of drama and compare and contrast the differences between drama, theatre and game
4	Students discuss the historical development of drama in Turkey and in the world
5	Students use and evaluate of drama 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	4	4	4	4	4
P2	4	4	4	4	4
P3	4	4	4	4	4
P4	4	4	4	4	4
P5	3	4	4	4	4
P6	3	5	5	4	4
P7	3	3	3	3	3
P8	3	3	3	2	2
P9	3	3	3	3	3
P10	3	3	3	2	3

