# AYDIN ADNAN MENDERES UNIVERSITY
# COURSE INFORMATION FORM

| Course Title | Physical Education and Teaching Game | | | | | | |
|---|---|---|---|---|---|---|---|
| Course Code | OÖÖ313 | | Couse Level | First Cycle (Bachelor's Degree) | | | |
| ECTS Credit | 4 | Workload | 95 *(Hours)* | Theory | 2 | Practice | 2 | Laboratory | 0 |

| Objectives of the Course | Objectives of this course will be able to explicate general characteristics of educational game , will be able to debate the effects of game to development characteristics of children, will be able to make educational game programmes according to development characteristics of children. |
|---|---|
| Course Content | Function of motor activity for developing, childrens motor skills and behaviors, types of games, classrom games, games with materials, information about using materials in the games, games with music, game theories and types, comprehension of the basic principles of teaching game, examination of games while using VCD concerning activity times of the children in preschool institutes. |
| Work Placement | N/A |
| Planned Learning Activities and Teaching Methods | Explanation (Presentation), Demonstration, 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 | Güneş, Ahmet. (2001). Okullarda Beden Eğitimi ve Oyun Öğretimi, Ank: Pegem Akademi yayıncılık. |
| 2 | Kale, Rasim. (2007). İlköğretimde Beden Eğitimi ve Oyun Öğretimi. Ank: Pegem Akademi yayıncılık |
| 3 | Poyraz, H. (2004). Okul öncesi dönemde oyun ve oyuncak. Ankara: Anı Yayıncılık. |
| 4 | Kale, R. (2011). Okul öncesi dönemde beden eğitimi ve oyun öğretimi. Ankara: Nobel Yayın Dağıtım. |

| Week | Weekly Detailed Course Contents | |
|---|---|---|
| 1 | Theoretical | Definition and history of educational game |
| | Preparation Work | Kale, Rasim. (2007). İlköğretimde Beden Eğitimi ve Oyun Öğretimi. Ank: Pegem Akademi yayıncılık |
| 2 | Theoretical | Goals and aims of game, game teaching and its aims |
| | Preparation Work | Kale, Rasim. (2007). İlköğretimde Beden Eğitimi ve Oyun Öğretimi. Ank: Pegem Akademi yayıncılık |
| 3 | Theoretical | The important of educational game for children and its effects to development |
| 4 | Theoretical | The important of educational game for children and its effects to development; -physical development. -psychomotor development. -social development |
| | Preparation Work | Güneş, Ahmet. (2001). Okullarda Beden Eğitimi ve Oyun Öğretimi, Ank: Pegem Akademi yayıncılık. |
| 5 | Theoretical | The important of educational game for children and its effects to development; -physical development. -psychomotor development. -social development |
| | Preparation Work | Güneş, Ahmet. (2001). Okullarda Beden Eğitimi ve Oyun Öğretimi, Ank: Pegem Akademi yayıncılık. |
| 6 | Theoretical | The important of educational game for children and its effects to development; -emotional development. -cognitive development. -linguistic development |
| 7 | Theoretical | Game environment and materials, game applications |
| | Preparation Work | Poyraz, H. (2004). Okul öncesi dönemde oyun ve oyuncak. Ankara: Anı Yayıncılık. |
| 8 | Intermediate Exam | Intermediate Exam |
| 9 | Theoretical | Classification of games, game applications |
| | Preparation Work | Kale, R. (2011). Okul öncesi dönemde beden eğitimi ve oyun öğretimi. Ankara: Nobel Yayın Dağıtım. |
| 10 | Theoretical | The points which must consider by teacher in games, game applications |
| | Preparation Work | Kale, R. (2011). Okul öncesi dönemde beden eğitimi ve oyun öğretimi. Ankara: Nobel Yayın Dağıtım. |

| 11 | Theoretical | Safety in games, game applications |
|----|-------------|-------------------------------------|
| | Preparation Work | Kale, R. (2011). Okul öncesi dönemde beden eğitimi ve oyun öğretimi. Ankara: Nobel Yayın Dağıtım. |
| 12 | Theoretical | Safety in games, game applications |
| 13 | Theoretical | Planning of game teaching and prepearing anual plans |
| | Preparation Work | Kale, R. (2011). Okul öncesi dönemde beden eğitimi ve oyun öğretimi. Ankara: Nobel Yayın Dağıtım. |
| 14 | Theoretical | Planning of game teaching and prepearing anual plans |
| 15 | Theoretical | Planning of game teaching and prepearing anual plans |
| 16 | Final Exam | FINAL EXAM |

## Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|----------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 0 | 2 | 28 |
| Lecture - Practice | 14 | 0 | 2 | 28 |
| Reading | 7 | 0 | 3 | 21 |
| Midterm Examination | 1 | 0 | 8 | 8 |
| Final Examination | 1 | 0 | 10 | 10 |
| | | | Total Workload (Hours) | 95 |
| | | | [Total Workload (Hours) / 25*] = **ECTS** | 4 |

*25 hour workload is accepted as 1 ECTS

## Learning Outcomes

| 1 | Define the meaning of educational game |
|---|----------------------------------------|
| 2 | Explicate the history of educational game |
| 3 | Confirm goals of game education |
| 4 | Explicate effects to physical ,cognitive ,psychomotor , social , emotional , linguistic development. |
| 5 | Confirm materials according to game characteristics , define safety rules according to game characteristics, order educational enviroment according to game characteristics, list game rules in applications. |
| 6 | Will be able to applicate games according to their classification. |

## 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 | L6 |
|----|----|----|----|----|----|----|
| P1 | 5 | 5 | 5 | 5 | 5 | 5 |
| P2 | 5 | 5 | 5 | 5 | 5 | 5 |
| P3 | 4 | 4 | 4 | 4 | 4 | 4 |
| P4 | 3 | 3 | 3 | 3 | 3 | 3 |
| P5 | 3 | 3 | 3 | 3 | 3 | 3 |
| P6 | 4 | 4 | 4 | 4 | 4 | 4 |

| P7 | 3 | 3 | 3 | 3 | 3 | 3 |
|-----|---|---|---|---|---|---|
| P8 | 3 | 3 | 3 | 3 | 3 | 3 |
| P9 | 3 | 3 | 3 | 3 | 3 | 3 |
| P10 | 3 | 3 | 3 | 3 | 3 | 3 |