

**TR**  
**FIRAT UNIVERSITY**  
**FACULTY OF EDUCATION**  
**PRIMARY EDUCATION DEPARTMENT**  
**EARLY CHILDHOOD EDUCATION PROGRAM**

**2025-2026 CURRICULUM**  
**COURSE CONTENTS**

<b>COURSES (FIRST GRADE FALL SEMESTER)</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>AİT101 Atatürk's Principles and Revolutionary History I</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>
The internal and external factors that led to the collapse of the Ottoman Empire; reform movements in the Ottoman Empire during the 19th century; intellectual movements in the late period of the Ottoman Empire; the political and military situation of the Ottoman Empire at the beginning of the 20th century; World War I and the Armenian issue; the occupation of Anatolia and the public reactions; Mustafa Kemal Pasha's arrival in Samsun and his activities; the period of congresses and the process of organization; the opening of the last Ottoman Parliament and the adoption of the National Pact (Misak-ı Milli); the preparations for the National Struggle and the material and moral foundations of these efforts; the opening and activities of the Grand National Assembly of Turkey; the Treaty of Sèvres; the struggles on the Southern and Eastern fronts; the establishment of a regular army, the Greek offensives and battles on the Western front; the signing of the Armistice of Mudanya; the gathering of the Lausanne Conference and the signing of the Peace Treaty.					
<b>YDİ107 English I</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>
This course focuses on present simple and present continuous tenses while developing speaking, reading, writing, and listening skills. In terms of speaking, learners will practice introducing themselves, describing objects or places, giving directions, and using question-answer patterns related to personal information. Reading activities will include interpreting menus, transportation schedules (bus, train, etc.), shopping lists, and labels, as well as forming relevant questions. Writing skills will be developed through composing short messages, writing poster content, and filling out simple forms. Listening skills will involve understanding directions, and identifying people or places through descriptive language.					
<b>TRD109 Turkish Language I</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>
This course covers the characteristics of written language, spelling and punctuation rules, and the distinctions between written and oral expression. It includes paragraph construction and types of paragraphs (introduction, body, and conclusion), as well as techniques for developing ideas—such as explanation, discussion, narration, and description—along with methods like definition, exemplification, citation, and comparison. The course also explores text structure (introductory, developmental, and concluding sections), and the principles of textuality including cohesion, coherence, intentionality, acceptability, situationality, informativeness, and intertextuality. Students will practice the process of text writing, including drafting, revising, and sharing, and will produce various text types such as informative-expository texts, narrative texts, descriptive texts, argumentative, and persuasive texts					
<b>EGT1103 Information Technologies</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>5</b>
This is a practical course that aims to develop students' sense of responsibility towards society and to enable them to take active roles as individuals sensitive to social problems. At the beginning of the course, a theoretical framework is presented by exploring the concepts of society, social responsibility, and community service. Students identify current problems in their communities and discuss how they can contribute to these areas. Throughout the process, students are expected to develop solution-oriented, original, and applicable projects. Active student participation is encouraged throughout the project development process, from project development to presentation, through activities such as group work, volunteering, and participation in scientific events as audience members or speakers. At the end of the course, students will report and present their projects, utilizing their knowledge and skills, and evaluate their social contributions.					
<b>EGT1101 Introduction to Education</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Fundamental concepts related to education and training; the purposes and functions of education; the relationship of education with other fields and sciences; the legal, social, cultural, historical, political, economic, philosophical and psychological foundations of education; methods in educational sciences; the school and classroom as an educational and learning environment; the teaching profession and current developments in teacher training; trends in education in the twenty-first century.					
<b>ÖÖÖ1101 Introduction to Early Childhood Education</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>5</b>
Definition and principles of early childhood; basic views and historical development of early childhood education; early childhood education in Turkey and in the world; developmental characteristics and needs of the child; characteristics of the					

preschool teacher, types of preschool education institutions (kindergarten, nursery, etc.), physical, social and educational environment characteristics; the role and importance of family in early childhood education.					
<b>OÖÖ1103 Development in Early Childhood-I</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>5</b>
This course is designed to inform prospective early childhood teachers about human development in general and early childhood development in particular (ages 0-3). This course will introduce the science of child development, its general concepts, and theories in this field. It will also cover the stages of physical, motor, cognitive, social, emotional, moral, and sexual development, encompassing prenatal development and early childhood (ages 0-3).					
<b>OÖÖ1105 Child Health and First Aid</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>6</b>
Basic concepts related to child health, children's physical and mental well-being, hygiene habits and cleanliness education, child nutrition, common childhood illnesses and prevention methods, safety in the preschool period, accident prevention strategies, and first aid practices for children. The course also includes practical knowledge on creating healthy and safe learning environments, along with pedagogical approaches that support the holistic health of the individual in line with the Maarif Model.					
<b>OÖÖ1107 Introduction to University Life</b>	<b>C</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
The aim of this course is to support first-year university students in adapting to university life, to contribute to their academic, social, and personal development, and to equip them with fundamental knowledge and skills related to university culture.					
<b>COURSES (FIRST GRADE SPRING SEMESTER)</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>AİT102 Atatürk's Principles and Revolution History II</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>
This course explores the political reforms carried out in the early years of the Republic, including the abolition of the Sultanate, the proclamation of the Republic, and the abolition of the Caliphate. It also addresses social reforms such as the Hat Reform, the closure of dervish lodges and shrines, the adoption of the Gregorian calendar and modern time systems, and the Surname Law. Reforms in the field of education and culture are covered in detail, including the Law on the Unification of Education (Tevhid-i Tedrisat), the Alphabet Reform, and initiatives in Turkish history and language. Legal reforms are also discussed, alongside the transition attempts to a multi-party political system during Atatürk's era, including the establishment and closure of the Progressive Republican Party, the Sheikh Said Rebellion, and the assassination attempt on Atatürk. Further focus is placed on the formation and closure of the Free Republican Party and the Menemen Incident. The course also examines Turkey's economic resources and policies during the Republican period, with a special focus on the İzmir Economic Congress. Turkish foreign policy in the Atatürk era is studied through topics such as the Population Exchange, membership in the League of Nations, the Balkan Pact, and the Sadabad Pact, as well as the Montreux Convention, the annexation of Hatay, and Turkey's bilateral relations. Additionally, the course introduces the definition, scope, and principles of Atatürk's thought system. The post-Atatürk era is also addressed, including the rule of the Democrat Party, political developments in the 1960s and 1970s, and Turkey's foreign policy after 1960.					
<b>YDİİ08 English II</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>
This course focuses on the use of past and future tenses, as well as modal verbs (such as can, could, may, must), through integrated speaking, reading, writing, and listening activities. In terms of speaking skills, students will practice asking questions and placing orders in restaurants and cafés. Reading tasks will include interpreting online weather forecasts, reading recipes, and understanding poster or flyer texts. Writing activities will involve composing short messages, providing written directions, and writing emails or invitations. Listening exercises will include understanding spoken weather reports, following recipe instructions, and identifying relevant information in real-life audio contexts. Throughout the course, students will develop their functional language skills for everyday communication using various tenses and modals.					
<b>TRD110 Turkish Language II</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>
This course introduces the characteristics of academic language and writing, emphasizing the use of definitions, concepts, and terminology in academic texts. It explores the distinction between objective and subjective expression and examines the structure and types of academic texts such as articles, reports, and scientific abstracts. Students will learn how to construct arguments and propositions by supporting, defending, or opposing ideas. The course also covers the formal features of academic reports and articles, outlining the stages of report writing. Key academic writing skills such as explanation, discussion, establishing intertextual connections, citing sources (including in-text citation, footnotes, and bibliography creation) are taught in depth. In addition, students practice writing titles, summaries, and keywords, while becoming familiar with ethical principles specific to scientific writing. Practical applications of academic text writing are carried out throughout the course.					
<b>EGT1102 Educational Psychology</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
The course introduces developmental psychology by examining the lifelong development of the individual through basic areas such as cognitive, psychosocial, language, personality and moral development. Physical, cognitive, emotional and social development of the individual is examined with an emphasis on developmental principles, developmental stages and different developmental domains. Cognitive and psychosocial development theories are compared and students are helped to understand individual differences. The effects of personality and intelligence development on the individual's learning processes are evaluated. Behavioral, social and cognitive learning theories are discussed with their effects on the learning process; cognitive processes are elaborated with Gestalt learning theory and information processing model. The integration of					

the constructivist approach into educational processes is addressed in terms of designing learning environments that encourage students' active participation. Finally, motivation theories and classroom management strategies are discussed.					
<b>OÖÖ1102 Professional Ethics for Early Childhood Education</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>
The course covers key topics such as the concept of professional ethics, ethical principles in education, ethical behaviors specific to the teaching profession, and the roles and responsibilities of early childhood educators. It also addresses issues like children's rights, professional confidentiality, ethical attitudes in relationships with families, ethical approaches in communication among colleagues, institutional ethical culture, and strategies for responding to unethical behavior. Through real-life examples and case analyses, students gain the ability to identify, evaluate, and resolve ethical dilemmas. While supporting prospective teachers in developing personal conscience and a strong professional stance, the course also aligns closely with the values emphasized in the <i>Maarif Model</i> , particularly virtue, responsibility, and meaning. In this respect, it contributes to the formation of a teacher identity rooted in ethical principles.					
<b>OÖÖ1104 Theories, Models, and Approaches in Early Childhood Education</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The historical development of early childhood education; the core principles of approaches such as Piaget, Vygotsky, Erikson, Montessori, Reggio Emilia, High Scope, Bank Street, and Waldorf, and their reflections in classroom practices; behaviorist, cognitive, and social learning theories; the concept of child-centered education; the influence of environmental factors; multiple intelligences theory; the constructivist approach; play-based learning; ethics and inclusivity in education.					
<b>OÖÖ1106 Development in Early Childhood- II</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>5</b>
This course is designed to inform prospective early childhood teachers about human development in general and early childhood development in particular (ages 3-6). This course will introduce the science of child development, its general concepts, and theories in this field. It will also cover the physical, motor, cognitive, social, emotional, moral, and sexual development stages in early childhood (ages 3-6).					
<b>OÖÖ1108 School Experience</b>	<b>C</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>
In this course, prospective teachers have the opportunity to combine their theoretical knowledge with practice by directly observing educational activities conducted in early childhood education institutions. Students become familiar with the structure and functioning of the school environment, observe teacher-child interactions, and gain insights into classroom management processes. They take part in the implementation of daily plans prepared within the framework of developmental appropriateness, engaging in activity preparation, material selection, classroom application, and evaluation processes. Furthermore, they develop the ability to observe and apply inclusive educational approaches by considering children's individual differences and developmental characteristics. They reflect on how processes unique to early childhood education—such as values education, socio-emotional support, and play-based learning—are integrated into the classroom environment. Throughout the course, students are expected to act in accordance with ethical principles and develop awareness of professional ethics in teaching.					
<b>COURSES (SECOND GRADE FALL SEMESTER)</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>EGT2101 Teaching Principles and Methods</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Teaching principles, teaching strategies, teaching methods, teaching techniques					
<b>OÖÖ2101 Material Development in Early Childhood</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>4</b>
This course focuses on the educational function of materials in early childhood education, emphasizing developmentally appropriate characteristics and their role in supporting children's learning and development. Students will explore various types of materials—including natural, recyclable, commercial, and teacher-made—and their contributions to cognitive, language, social-emotional, and motor development. The course includes the design of materials for art, play, science, and math activities, as well as the creation of values-based and culturally sensitive resources. Topics such as material safety, hygiene, and ethical use are discussed in detail. Special attention is given to integrating aesthetics, virtue, and functionality into educational materials in alignment with the principles of the Century of Türkiye Maarif Model. The course also covers criteria for evaluating educational materials and offers practical opportunities for the design and presentation of original materials.					
<b>OÖÖ2103 Preschool Curriculum</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>4</b>
Importance, principles and elements of education program; historical development process of preschool education programs applied in Turkey; basic features, principles, achievements, indicators, environment features, activities, forms to be used in the program, planning (monthly education plan, daily education flow and activity plan), implementation and evaluation of 3-6 years old preschool education program applied in Turkey; in-class practical studies related to preschool education program.					
<b>OÖÖ2105 Child Mental Health</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>4</b>
Introduction to child mental health; developmental stages and psychological needs; attachment theories; psychological resilience; stress, anxiety, and trauma; behavioral and emotional problems; attention deficit and hyperactivity disorder (ADHD); autism spectrum disorder (ASD); children's emotions and emotional regulation; effects of family and teacher attitudes on mental health; the supportive role of the teacher in the preschool period; principles of early identification, referral, and intervention.					

<b>OÖÖ1207 Technology Integration in Early Childhood</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>4</b>
As part of this course, the following topics will be covered: What is technology, fundamental concepts in technology use, key considerations and guiding principles for technology integration in early childhood education, technopedagogical instruction in early childhood classrooms, and elements of technology use in the classroom (such as audiobooks, e-books, computers and tablets, speech-to-text keyboards, coding and coding tools, mobile applications, Web 2.0 tools, artificial intelligence, etc.). The course also includes identifying or designing technological tools, integrating them into lesson plans, and evaluating their use.					
<b>COURSES (SECOND GRADE SPRING SEMESTER)</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>EGT2102 Instructional Technologies</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Fundamental Concepts in Instructional Technologies, Historical Evolution of Instructional Technology, Planning in Instruction, Technology Integration and Its Models, Instructional Design Models, Web Tools in Education, Digital Roles in Acquiring 21st Century Skills, Selection of Instructional Materials, Preparation of Instructional Materials, Design Principles and Design Elements, Classification of Instructional Materials, Criteria for Evaluating Instructional Materials, Emerging Technologies in Education					
<b>OÖÖ2122 Community Service Applications</b>	<b>C</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
This is a practical course that aims to develop students' sense of responsibility towards society and to enable them to take active roles as individuals sensitive to social problems. At the beginning of the course, a theoretical framework is presented by exploring the concepts of society, social responsibility, and community service. Students identify current problems in their communities and discuss how they can contribute to these areas. Throughout the process, students are expected to develop solution-oriented, original, and applicable projects. Active student participation is encouraged throughout the project development process, from project development to presentation, through activities such as group work, volunteering, and participation in scientific events as audience members or speakers. At the end of the course, students will report and present the projects they developed using their knowledge and skills, and evaluate their social contributions.					
<b>OÖÖ2102 Early Childhood Literature</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>4</b>
This course explores the relationship between early childhood development and children's literature. It covers the definition, history, and educational role of children's literature, and examines genres such as fairy tales, stories, poems, rhymes, lullabies, and fables from both theoretical and practical perspectives. Qualified children's books are evaluated in terms of language, content, visual design, and values education. The course emphasizes book selection, fostering reading habits, and integrating literary texts with disciplines such as drama, music, and visual arts. Critical reading skills are developed, and students are encouraged to create original literary works for children.					
<b>OÖÖ2104 Movement Development and Education in Childhood</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>
This course addresses the motor development processes of children in early childhood through both theoretical and practical dimensions. Core content includes the developmental characteristics of gross and fine motor skills, factors affecting motor development, play-based and rhythm-supported movement activities, components of physical fitness, use of environment and materials, nature-based activities, and adaptations for children with special needs. Within the framework of the <i>Century of Türkiye Maarif Model</i> , the course aims to integrate movement education with value-based learning approaches, such as character development and respect for individual differences. The course also seeks to equip prospective teachers with the ability to plan and implement child-centered, safe, inclusive movement activities that support holistic development.					
<b>OÖÖ2106 Play Development and Education in Early Childhood</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>
Definition, characteristics, and types of play; theories of play; relationship between play and developmental domains; stages of play; play materials; designing educational games; learning and teaching through play; organizing play environments; children's rights and play; play in disadvantaged groups; play in natural and artificial environments; the role of play in early childhood education programs; observation and evaluation of children's play behavior.					
<b>OÖÖ2108 Music Education in Early Childhood</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Definition of music, purpose and importance of music, basic concepts related to music, the importance of music in children's development, factors affecting children's musical development, techniques used in childhood, types of music, points to consider when planning musical activities, planning and evaluating musical activities according to age.					
<b>COURSES (THIRD GRADE FALL SEMESTER)</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>EGT3101 Classroom Management</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Basic concepts related to classroom management, classroom communication and interaction, definition of classroom management, the different aspects and characteristics of classroom management that are distinct from maintaining discipline in the classroom, factors within and outside the classroom that influence the classroom environment, classroom management models, developing and implementing rules in the classroom, physically organizing the classroom, managing undesirable behavior in the classroom, managing time in the classroom, classroom organization, creating a positive classroom environment conducive to learning (examples and suggestions).					

<b>OÖÖ3101 Special Teaching Methods and Techniques in Early Childhood</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>5</b>
General characteristics of early childhood education programs, an overview of programs and educational practices in early childhood education (Developmental Education Program (DAP), universal design in education, scattered parts, etc.), understanding of childhood and child participation, an overview of early childhood education approaches (Project Approach, Reggio Emilia Approach, Montessori Approach, High Scope Approach, Bank Street Approach, Waldorf Approach, Forest Schools), teaching methods and techniques used effectively in early childhood (Question-answer and discussion, problem solving, field trip-observation-field study, brainstorming and scamper, storytelling (storyline) and interactive book reading), use of computer technologies as a tool.					
<b>OÖÖ3103 Science Education in Early Childhood</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>5</b>
The aim and importance of science education and its relationship with early childhood; basic concepts in science education; children's ways of perceiving natural phenomena; planning and implementing science activities; developing scientific process skills such as experimentation, observation, classification, measurement, and inference; organizing a science center; preparing materials; nature trips; examples of science education activities.					
<b>OÖÖ3105 Art Education in Early Childhood</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
This course explores the role of art in early childhood development, focusing on its cognitive, emotional, social, and physical benefits. It examines the artistic characteristics of children aged 0–8, and introduces age-appropriate materials, techniques, and activity planning. Through visual arts, music, drama, and movement, students learn how to support creativity, aesthetic awareness, and self-expression. The course also addresses the teacher's role, integration of art into early childhood curricula, and the importance of ethical and inclusive art environments.					
<b>OÖÖ3107 Scientific Research in Early Childhood</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Analysis of the methods and techniques used in research related to early childhood education, and examination of fundamental concepts and methods in research. Preparation of a research proposal report that includes the research design, participants, data collection tools, data analysis, and the overall research process.					
<b>COURSES (THIRD GRADE SPRING SEMESTER)</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>EGT3102 Measurement and Evaluation in Education</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Concepts related to measurement and evaluation; Error in measurement; Correlation; Qualities that a measurement tool should have: reliability and validity; Measurement tools and methods used in education; Test development process and item analysis; Statistical operations on test scores; Standard scores.					
<b>OÖÖ3102 Mathematics Education in Early Childhood</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>5</b>
Definition and importance of mathematics in early childhood, principles and standards in mathematics education; techniques and methods of teaching mathematical concepts and scientific thinking skills; math education and play; mathematics programs (Building Blocks, STEM, GEMS (Great Explanation in Math and Science, Big Maths for Little Kids); acquisition of basic mathematical concepts, problem solving, matching-comparison-classification-sequencing-pattern creation, numbers and counting, teaching number concept phases, symbols, operations, geometry, location in space, measurement, data analysis-graphics/probability, planning and application of mathematical activities.					
<b>OÖÖ3104 Creativity in Early Childhood and its Development</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
The concept and importance of creativity, basic theories related to creativity, characteristics of creative individuals, factors affecting creativity, the relationship between creativity and play, the development of creativity in early childhood, creative thinking techniques, learning environments that support creativity, measuring and evaluating creativity, creative activities through art, drama, and storytelling, the teacher's creative role and guidance, creativity-based activity planning and implementation.					
<b>OÖÖ3106 Drama in Early Childhood</b>	<b>C</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>5</b>
This course covers the definition and meaning of the term "drama" and explores related concepts such as psychodrama, creative drama, educational drama, and socio-drama. It examines the relationship between drama and play, the historical development of drama practices in education, and the structure and stages of implementing drama in educational settings. The course also addresses the characteristics of effective drama environments and the qualifications of teachers who facilitate drama activities. Methods for evaluating drama practices are discussed, and students are guided to develop and apply sample drama activities aligned with the educational goals of the early childhood field.					
<b>OÖÖ3108 Research Project in Early Childhood</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Analysis of the methods and techniques used in research related to early childhood education, and examination of fundamental concepts and methods in research. Preparation of a research proposal report that includes the research design, participants, data collection tools, data analysis, and the overall research process.					
<b>COURSES (FOURTH GRADE FALL SEMESTER)</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>EGT4101 Special Education and Inclusion</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Basic concepts related to special education; historical development and legal foundations of special education; identification and assessment of individuals with special needs; individualization and adaptation of instruction; development of					



individualized education programs (IEPs); applied behavior analysis; inclusive and mainstreaming practices; family involvement in the special education process and collaboration with families; social adaptations in special education; characteristics of different disability and giftedness groups; instructional strategies for these groups; classroom and behavior management approaches.					
<b>OÖÖ1401 Teaching Practicum I</b>	<b>C</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>10</b>
Making observations about special teaching methods and techniques related to the program of Early Childhood they are studying; using special teaching methods and techniques and planning and reporting a lesson in this direction. Utilizing micro-teaching practices, developing activities and materials related to the course, preparing teaching environments, managing the class, making measurement-evaluation and reflection. Utilizing activities to gain the ability to plan and execute a lesson independently.					
<b>OÖÖ4103 Character and Value Education in Early Childhood</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Definition, scope, and importance of character and values education; developmental foundations of values education in early childhood; core human values (respect, love, responsibility, honesty, justice, empathy, tolerance, etc.); moral development theories and value formation in children; the role of family, school, and society in character education; approaches to values education and sample programs; fostering values through play, storytelling, drama, and art; supporting values through classroom practices; inclusive values education and sensitivity to cultural diversity; the place of character and values education in early childhood education curricula; the role and ethical responsibility of the teacher; assessment of values education.					
<b>OÖÖ1405 Child Observation and Assessment</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>
The importance of getting to know children in the early childhood period, Basic principles of the observation and assessment process, Developmental areas and assessment approaches, Observation techniques and documentation methods, Standard and non-standard assessment tools, Interpretation of assessment results, Preparation of observation reports and developmental files, Sharing assessment results with the family, Planning individualized activities according to assessment data					
<b>OÖÖ4107 Environmental Education in Early Childhood</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>5</b>
The content of this lesson includes the definition, importance, and basic principles of environmental education; approaches to environmental education in early childhood; fostering a love for nature in children; awareness of sustainable living; developing and implementing environmentally sensitive activities; and fundamental concepts such as recycling, conservation of natural resources, and energy conservation.					
<b>COURSES (FOURTH GRADE SPRING SEMESTER)</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>EGT4102 Guidance in Schools</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Student personality services and guidance in the education process, Main types of services in psychological counseling and guidance, Developmental approaches in psychological counseling and guidance, Psychological counseling and guidance services in schools, Educational guidance, vocational guidance, personal guidance psychological counseling, Individual recognition techniques, Development of school psychological counseling and guidance programs, Special education in Turkey, the way of organization of guidance and psychological counseling services, Duties, powers and responsibilities of staff, psychological counseling and guidance in special education.					
<b>OÖÖ4102 Teaching Practicum II</b>	<b>C</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>10</b>
Making observations about special teaching methods and techniques related to the program of Early Childhood they are studying; using special teaching methods and techniques and planning and reporting a lesson in this direction. Utilizing micro-teaching practices, developing activities and materials related to the course, preparing teaching environments, managing the class, making measurement-evaluation and reflection. Utilizing activities to gain the ability to plan and execute a lesson independently					
<b>OÖÖ4104 Family Education and Involvement</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Definition, scope, and historical development of family education; relationships among family, school, and community; the importance of family involvement during early childhood and its impact on child development; types and levels of family involvement; effective family communication and teacher-parent collaboration; family education approaches in diverse socio-cultural contexts; planning, implementation, and evaluation of family education programs; examples of activities aimed at enhancing family involvement in preschool education programs; challenges encountered in the family education process and possible solutions; supporting families within the scope of inclusive education; foundational knowledge for family counseling; analysis of good practice examples.					
<b>OÖÖ4106 Preparation for Primary Education and Primary School Programs</b>	<b>C</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>5</b>
Defining school readiness, explaining the factors that influence school readiness, classifying the dimensions of primary school readiness, explaining the methods for assessing the readiness of preschool children for primary school, understanding the characteristics of primary school curricula, interpreting the relationships between preschool education programs and primary school curricula in various ways, and preparing activities aimed at developing primary school readiness competencies.					

## FIELD ELECTIVE-I COURSE CONTENT

FIELD ELECTIVE COURSES	C/E	T	P	C	ECTS
<b>OÖÖ1110 Children's Rights and Education in Early Childhood</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to children's rights; historical development of children's rights and key national/international documents (UN Convention on the Rights of the Child, Constitution, Child Protection Law); fundamental principles of children's rights: right to life, development, protection, and participation; rights-based approach in early childhood; child participation in education, child voice, and involvement in decision-making processes; the principle of the best interests of the child; prohibition of discrimination and inclusive education; the ethical responsibility of the teacher and the role of advocacy for children's rights; rights-based classroom management in preschool education; violations of children's rights and prevention strategies; educational activities on children's rights; promoting awareness of cultural diversity, disadvantage, and rights-based thinking; monitoring and evaluation of children's rights.					
<b>OÖÖ1112 Effective Communication</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course addresses the fundamental concepts and theoretical approaches of communication, aiming to develop students' effective communication skills. It focuses on core topics such as the communication process, verbal and nonverbal communication, written communication techniques, and skills related to listening and empathy. In addition, it emphasizes the development of practical abilities such as giving feedback, conflict resolution, and persuasive communication. The course examines communication not only at the interpersonal level but also within groups and at the societal level, incorporating contemporary issues such as the influence of cultural differences on communication and the use of digital communication tools. The course ultimately aims to equip students with the theoretical knowledge and practical competencies necessary for establishing effective communication in both personal and professional contexts.					
<b>OÖÖ1114 Child and Media</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course aims to explore the concepts of 'child' and 'childhood' as social constructs and to relate these concepts to contemporary representations of children in the media. Students will be encouraged to critically analyze media content through the lens of children's rights, identify stereotypes about children in media, and recognize problems related to the media's influence on children. Additionally, students are expected to define ethical principles and guidelines related to media and children, evaluate media products in terms of potential violations of children's rights, and assess the essential qualities that should be present in children's media content. The course also aims to provide guidance for children and families in making informed use of media content					
<b>OÖÖ1116 Early Childhood Education in Different Countries</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The fundamental principles of early childhood education, preschool education systems in different countries (e.g., Finland, Sweden, Japan, the United States, Italy, New Zealand, etc.), curricula, teacher training processes, parent involvement, early childhood policies, and practices; and a comparison of these systems with Turkey.					
<b>OÖÖ1118 Well-being in Early Childhood</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course examines the historical and theoretical foundations of the concept of well-being, with a focus on its developmental indicators in early childhood. It explores the multiple dimensions of well-being, including physical, emotional, social, cognitive, and spiritual aspects. Students will analyze individual, environmental, and cultural factors that influence children's well-being and investigate the roles of families, teachers, and the school environment in promoting holistic development. Emphasis is placed on play, art, nature, rhythm, and values-based approaches as supportive tools. The course also covers pedagogical practices that align with the Century of Türkiye Maarif Model to foster well-being, and highlights the importance of prospective teachers' own professional well-being and the quality of their relationships with children.					
<b>OÖÖ1129 Early Childhood Education Policies</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
To identify early childhood policies in Türkiye and the world and to examine the implementation of these policies; to create professional perceptions and understandings of teacher candidates in the context of early childhood policies; to develop understanding of issues within the scope of early childhood policies; to explain the scope and importance of early childhood services; to make comparisons regarding the development, aims and scope of different early childhood programs; to examine national and international examples on issues within the scope of early childhood education policy.					

## FIELD ELECTIVE-II COURSE CONTENT

FIELD ELECTIVE COURSES	C/E	T	P	C	ECTS
<b>OÖÖ2109 Early Childhood Education in Different Countries</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The fundamental principles of early childhood education, preschool education systems in different countries (e.g., Finland, Sweden, Japan, the United States, Italy, New Zealand, etc.), curricula, teacher training processes, parent involvement, early childhood policies, and practices; and a comparison of these systems with Turkey.					
<b>OÖÖ2111 Well-being in Early Childhood</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>

This course examines the historical and theoretical foundations of the concept of well-being, with a focus on its developmental indicators in early childhood. It explores the multiple dimensions of well-being, including physical, emotional, social, cognitive, and spiritual aspects. Students will analyze individual, environmental, and cultural factors that influence children's well-being and investigate the roles of families, teachers, and the school environment in promoting holistic development. Emphasis is placed on play, art, nature, rhythm, and values-based approaches as supportive tools. The course also covers pedagogical practices that align with the Century of Türkiye Maarif Model to foster well-being, and highlights the importance of prospective teachers' own professional well-being and the quality of their relationships with children.					
<b>OÖÖ2113 Early Childhood Education Policies</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
To identify early childhood policies in Türkiye and the world and to examine the implementation of these policies; to create professional perceptions and understandings of teacher candidates in the context of early childhood policies; to develop understanding of issues within the scope of early childhood policies; to explain the scope and importance of early childhood services; to make comparisons regarding the development, aims and scope of different early childhood programs; to examine national and international examples on issues within the scope of early childhood education policy.					
<b>OÖÖ2115 Sensory Education in Early Childhood</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The concept of senses includes the development of the senses, the development of perception; the function of sensory systems; sensory awareness in the preschool period; the role and importance of sensory education in development; the organization, materials, and use of educational environments that support sensory awareness; the role of the teacher in sensory education; and the planning, implementation, and evaluation of sensory-focused activities in the curriculum.					
<b>OÖÖ2117 Children at Risk and Their Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The content includes characteristics of children at risk, educational policies and programs targeting them, family support programs, psychological and social interventions, special education needs, and general educational approaches. Additionally, the practical techniques and strategies employed by educators working with these children will be discussed.					
<b>OÖÖ2119 Children with Attention Deficit Hyperactivity Disorder and Their Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course provides theoretical knowledge on the definition, types, and causes of Attention Deficit Hyperactivity Disorder (ADHD), as well as its symptoms during early childhood. It examines the neurodevelopmental foundations of ADHD, the diagnostic process, and its developmental implications in the preschool period. The course focuses on classroom adaptations based on the individual differences of children with ADHD, behavior management strategies, instructional supports, and positive teacher-child interactions. Additionally, it addresses effective communication with families, referrals to specialists, and collaboration within the framework of inclusive education. Case studies, teacher experiences, and current research are used to support practical assessments throughout the course.					

### FIELD ELECTIVE-III COURSE CONTENT

<b>FIELD ELECTIVE COURSES</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>OÖÖ2110 Sensory Education in Early Childhood</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The concept of senses includes the development of the senses, the development of perception; the function of sensory systems; sensory awareness in the preschool period; the role and importance of sensory education in development; the organization, materials, and use of educational environments that support sensory awareness; the role of the teacher in sensory education; and the planning, implementation, and evaluation of sensory-focused activities in the curriculum.					
<b>OÖÖ2112 Children at Risk and Their Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The content includes characteristics of children at risk, educational policies and programs targeting them, family support programs, psychological and social interventions, special education needs, and general educational approaches. In addition, practical techniques and strategies used by educators working with these children will be addressed.					
<b>OÖÖ2114 Children with Attention Deficit Hyperactivity Disorder and Their Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course provides theoretical knowledge on the definition, types, and causes of Attention Deficit Hyperactivity Disorder (ADHD), as well as its symptoms during early childhood. It examines the neurodevelopmental foundations of ADHD, the diagnostic process, and its developmental implications in the preschool period. The course focuses on classroom adaptations based on the individual differences of children with ADHD, behavior management strategies, instructional supports, and positive teacher-child interactions. Additionally, it addresses effective communication with families, referrals to specialists, and collaboration within the framework of inclusive education. Case studies, teacher experiences, and current research are used to support practical assessments throughout the course.					
<b>OÖÖ2116 Rhythm, Dance and Orff in Early Childhood</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course covers the development of rhythmic perception, sound, and tempo, which are fundamental concepts related to music, and their relationship to developmental areas; educational environment organization; rhythm-sound-tempo and dance exercises; original movement and dance; musical stories; playing, singing, listening, dancing, and movement using the Orff					



approach; self-expression; creating one's own music; and using Orff instruments; and planning, implementation, and evaluation of musical activities appropriate to the preschool curriculum.					
<b>OÖÖ2118 Family and Child in Turkish Culture</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course provides a comprehensive examination of the historical, social, and cultural development of the concepts of family and childhood in Turkish culture. It covers the evolution of family structures, comparisons between traditional and modern parenting roles, cultural determinants of child-rearing practices, intergenerational relationships, gender roles, and the influence of customs and traditions on children. Additionally, the course explores differences between rural and urban family structures in Turkey, as well as the impact of social changes such as migration, poverty, education, and digitalization on family-child relationships. By the end of the term, students are expected to be able to critically analyze the family-child dynamic in Turkish society within the context of cultural diversity, education, and social structure.					
<b>OÖÖ2120 Child and Nature</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Addressing the relationship between children in early childhood and nature with a multidimensional approach, examining nature-based learning theories, ecological awareness, and sustainable living issues theoretically and practically, planning and implementing activities such as outdoor activities, games, discovery-based learning environments, and nature walks that will support children's interactions with nature, developing environmentally friendly educational materials, modeling nature-respecting behaviors, and developing skills to reinforce children's love of nature, field observations, project-based applications, and nature-focused activity examples in line with ecological education principles.					

### FIELD ELECTIVE-IV COURSE CONTENT

<b>FIELD ELECTIVE COURSES</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>OÖÖ3109 Early Literacy Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course covers the fundamental concepts and practices aimed at supporting preschool children's school adjustment processes and early literacy development. The course content addresses strategies that facilitate children's social-emotional adjustment, play-based learning approaches, and the development of early language skills. Additionally, the importance of family and school collaboration in the acquisition of early literacy skills is emphasized. Teacher candidates gain skills to design and implement developmentally supportive adaptation and literacy programs tailored to the individual needs of children.					
<b>OÖÖ3111 Family and Child in Turkish Culture</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course provides a comprehensive examination of the historical, social, and cultural development of the concepts of family and childhood in Turkish culture. It covers the evolution of family structures, comparisons between traditional and modern parenting roles, cultural determinants of child-rearing practices, intergenerational relationships, gender roles, and the influence of customs and traditions on children. Additionally, the course explores differences between rural and urban family structures in Turkey, as well as the impact of social changes such as migration, poverty, education, and digitalization on family-child relationships. By the end of the term, students are expected to be able to critically analyze the family-child dynamic in Turkish society within the context of cultural diversity, education, and social structure.					
<b>OÖÖ3113 Child and Nature</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Addressing the relationship between children in early childhood and nature with a multidimensional approach, examining nature-based learning theories, ecological awareness, and sustainable living issues theoretically and practically, planning and implementing activities such as outdoor activities, games, discovery-based learning environments, and nature walks that will support children's interactions with nature, developing environmentally friendly educational materials, modeling nature-respecting behaviors, and developing skills to reinforce children's love of nature, field observations, project-based applications, and nature-focused activity examples in line with ecological education principles.					
<b>OÖÖ3115 Traditional Children's Games in Early Childhood Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Play in early childhood and its scope, play theories, types of play; traditional children's games in folklore, the educational and cultural value of these games, remembering forgotten or nearly forgotten children's games in Turkish culture and passing them on to new generations; the definition, importance, and rules of these games, traditional children's games played with adults and groups; the impact of traditional games on children's developmental areas, planning and implementation of these games.					
<b>OÖÖ3117 Language and Concept Development in Early Childhood</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The definition of language, its importance, historical development, language acquisition theories, language acquisition in early childhood, phonology, phonological acquisition, syntactic development, acquisition and use of morphology, bilingual/multilingual acquisition in early childhood, special situations in language acquisition, and planning language activities.					
<b>OÖÖ3119 Hospitalized Children and Their Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course addresses the physical, emotional, and social effects of hospital environments on children. It evaluates the diverse needs of hospitalized children according to their age and developmental level. Pedagogical approaches and instructional					

techniques are explored to ensure that children with long-term illnesses, chronic conditions, or undergoing surgical procedures remain connected to education. The course emphasizes designing emotionally supportive activities through the healing power of play, as well as art and story therapy. It also includes topics such as family support, collaboration with multidisciplinary teams, privacy, ethical principles, children's rights, and a virtue-based approach within the framework of the Maarif Model.

## FIELD ELECTIVE-V COURSE CONTENT

FIELD ELECTIVE COURSES	C/E	T	P	C	ECTS
<b>OÖÖ3110 Traditional Children's Games in Early Childhood Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Play in early childhood and its scope, play theories, types of play; traditional children's games in folklore, the educational and cultural value of these games, remembering forgotten or nearly forgotten children's games in Turkish culture and passing them on to new generations; the definition, importance, and rules of these games, traditional children's games played with adults and groups; the impact of traditional games on children's developmental areas, planning and implementation of these games.					
<b>OÖÖ3112 Language and Concept Development in Early Childhood</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The definition of language, its importance, historical development, language acquisition theories, language acquisition in early childhood, phonology, phonological acquisition, syntactic development, acquisition and use of morphology, bilingual/multilingual acquisition in early childhood, special situations in language acquisition, and planning language activities.					
<b>OÖÖ3114 Hospitalized Children and Their Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course addresses the physical, emotional, and social effects of hospital environments on children. It evaluates the diverse needs of hospitalized children according to their age and developmental level. Pedagogical approaches and instructional techniques are explored to ensure that children with long-term illnesses, chronic conditions, or undergoing surgical procedures remain connected to education. The course emphasizes designing emotionally supportive activities through the healing power of play, as well as art and story therapy. It also includes topics such as family support, collaboration with multidisciplinary teams, privacy, ethical principles, children's rights, and a virtue-based approach within the framework of the Maarif Model.					
<b>OÖÖ3116 Behavior Management in Children</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Identifying and defining positive and negative behaviors in children; learning techniques to support positive behaviors and suppress negative behaviors; teacher and parent attitudes in behavior management; organizing home and school environments for behavior management; developing and evaluating application examples for problem behaviors seen in the classroom.					
<b>OÖÖ3118 Pedagogical Documentation and Observation</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course aims to equip students with the skills to systematically monitor and assess the developmental processes of children in early childhood. Students gain knowledge about observation methods, data collection tools, and pedagogical documentation techniques. The course focuses on recording, analyzing, and interpreting observation results, as well as applying this data in educational planning. Additionally, ethical aspects of observation, confidentiality, and sensitivity are discussed. Throughout the course, strategies for supporting child development through collaboration with families and professionals are developed. Students also have the opportunity to reinforce their theoretical knowledge through practical observation activities.					
<b>OÖÖ3120 Classroom-Based Assessment of Learning</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The course begins with fundamental concepts of learning assessment and their applications in classroom settings. It covers the selection, development, and implementation of measurement and evaluation tools. Topics include written examinations, performance-based assessments, portfolios, rubrics, and alternative assessment instruments. Furthermore, the course addresses multidimensional assessment of student achievement, feedback strategies, analysis of assessment outcomes, and ethical considerations in evaluation practices. By the end of the course, students are expected to gain the skills necessary to plan and implement effective classroom assessment processes.					

## FIELD ELECTIVE-VI COURSE CONTENT

FIELD ELECTIVE COURSES	C/E	T	P	C	ECTS
<b>OÖÖ4109 Behavior Management in Children</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Identifying and defining positive and negative behaviors in children; learning techniques to support positive behaviors and suppress negative behaviors; teacher and parent attitudes in behavior management; organizing home and school environments for behavior management; developing and evaluating application examples for problem behaviors seen in the classroom.					
<b>OÖÖ4111 Pedagogical Documentation and Observation</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course aims to equip students with the skills to systematically monitor and assess the developmental processes of children in early childhood. Students gain knowledge about observation methods, data collection tools, and pedagogical documentation techniques. The course focuses on recording, analyzing, and interpreting observation results, as well as applying this data in educational planning. Additionally, ethical aspects of observation, confidentiality, and sensitivity are discussed. Throughout					

the course, strategies for supporting child development through collaboration with families and professionals are developed. Students also have the opportunity to reinforce their theoretical knowledge through practical observation activities.					
<b>OÖÖ4113 Rhythm, Dance And Orff in Early Childhood</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course covers the development of rhythmic perception, sound, and tempo, which are fundamental concepts related to music, and their relationship to developmental areas; educational environment organization; rhythm-sound-tempo and dance exercises; original movement and dance; musical stories; playing, singing, listening, dancing, and movement using the Orff approach; self-expression; creating one's own music; and using Orff instruments; and planning, implementation, and evaluation of musical activities appropriate to the preschool curriculum.					
<b>OÖÖ4115 Inclusive Education Practices in Early Childhood Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
This course examines the conceptual framework, legal foundations, and contemporary approaches to inclusive education. It aims to equip prospective teachers with the skills to recognize children with diverse developmental characteristics, develop individualized instructional strategies, and organize inclusive classroom environments. In addition, the course focuses on collaboration with families, interdisciplinary teamwork, and the implementation of early intervention programs.					
<b>OÖÖ4117 Social Skills Education in Children</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course includes the definition of behavior. It also addresses the characteristics of positive and negative behaviors. The theoretical foundations of behavior development are covered as well. The definition of social skills and the importance of acquiring these skills are within the scope of the course. In addition, the role of values education in acquiring social skills is discussed. The reasons for social skill deficiencies and the scope of social skills are also among the course topics. The course includes the definition of problematic behaviors and examines the relationship between social skills and problematic behaviors. The classification of problematic behaviors is another topic addressed. Factors influencing both social skills and problematic behaviors are analyzed. Information is provided about social skills education programs in the preschool period. Sample educational programs aimed at developing social skills in early childhood are prepared and presented. Furthermore, sample programs aimed at reducing problematic behaviors are also prepared and presented.					
<b>OÖÖ4119 Gifted Children and Their Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course will cover the concept of giftedness, its historical development, theoretical approaches, and identification processes. It will examine the cognitive and emotional developmental characteristics of gifted children, early indicators observable in preschool years, and various domains of giftedness (e.g., cognitive, artistic, leadership). The course will also address appropriate instructional strategies for gifted children, enrichment and acceleration approaches, classroom differentiation methods, and educational practices based on family-school collaboration.					

## FIELD ELECTIVE-VII COURSE CONTENT

<b>FIELD ELECTIVE COURSES</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>OÖÖ4108 Classroom-Based Assessment of Learning</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The course begins with fundamental concepts of learning assessment and their applications in classroom settings. It covers the selection, development, and implementation of measurement and evaluation tools. Topics include written examinations, performance-based assessments, portfolios, rubrics, and alternative assessment instruments. Furthermore, the course addresses multidimensional assessment of student achievement, feedback strategies, analysis of assessment outcomes, and ethical considerations in evaluation practices. By the end of the course, students are expected to gain the skills necessary to plan and implement effective classroom assessment processes.					
<b>OÖÖ4110 Out-of-School Learning Environments in Early Childhood</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>
Within the scope of the course, the definition, importance, and relationship of out-of-school environments to developmental domains in early childhood are addressed. Discussions focus on how to plan and implement learning experiences that stimulate children's sense of curiosity, are based on real-life experiences, and promote exploration. Emphasis is placed on nature-based learning, museum education, environmental education, cultural heritage education, agricultural gardens, and practices conducted in science and art centers, along with the importance of school-community collaboration. Additionally, within the framework of the Maarif Model, examples are provided on how these learning environments can be integrated with aesthetic, moral, and cultural dimensions. The course content also includes organizational aspects such as planning educational field trips, safety and permission procedures, parental involvement, and guiding principles.					
<b>OÖÖ4112 Children with Autism Spectrum Disorder and Their Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course will address the definition, causes, diagnostic process, and early childhood indicators of Autism Spectrum Disorder (ASD). The characteristics of children with ASD—such as challenges in social interaction, communication difficulties, repetitive behaviors, and sensory sensitivities—will be examined in detail. The course will focus on structuring educational environments, developing individualized education programs (IEPs), utilizing alternative communication methods (e.g., PECS, visual supports), and implementing structured teaching approaches (e.g., TEACCH, ABA). In addition,					

family involvement, interdisciplinary collaboration, and the supportive role of the teacher will be evaluated through practical examples.					
<b>OÖÖ4114 Early Literacy Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course covers the fundamental concepts and practices aimed at supporting preschool children's school adjustment processes and early literacy development. The course content addresses strategies that facilitate children's social-emotional adjustment, play-based learning approaches, and the development of early language skills. Additionally, the importance of family and school collaboration in the acquisition of early literacy skills is emphasized. Teacher candidates gain skills to design and implement developmentally supportive adaptation and literacy programs tailored to the individual needs of children.					
<b>OÖÖ4116 Effective Communication</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course addresses the fundamental concepts and theoretical approaches of communication, aiming to develop students' effective communication skills. It focuses on core topics such as the communication process, verbal and nonverbal communication, written communication techniques, and skills related to listening and empathy. In addition, it emphasizes the development of practical abilities such as giving feedback, conflict resolution, and persuasive communication. The course examines communication not only at the interpersonal level but also within groups and at the societal level, incorporating contemporary issues such as the influence of cultural differences on communication and the use of digital communication tools. The course ultimately aims to equip students with the theoretical knowledge and practical competencies necessary for establishing effective communication in both personal and professional contexts.					
<b>OÖÖ4118 Child and Media</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course aims to explore the concepts of 'child' and 'childhood' as social constructs and to relate these concepts to contemporary representations of children in the media. Students will be encouraged to critically analyze media content through the lens of children's rights, identify stereotypes about children in media, and recognize problems related to the media's influence on children. Additionally, students are expected to define ethical principles and guidelines related to media and children, evaluate media products in terms of potential violations of children's rights, and assess the essential qualities that should be present in children's media content. The course also aims to provide guidance for children and families in making informed use of media content					

## FIELD ELECTIVE-VIII COURSE CONTENT

<b>FIELD ELECTIVE COURSES</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>OÖÖ4120 Inclusive Education Practices in Early Childhood Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course examines the conceptual framework, legal foundations, and contemporary approaches to inclusive education. It aims to equip prospective teachers with the skills to recognize children with diverse developmental characteristics, develop individualized instructional strategies, and organize inclusive classroom environments. In addition, the course focuses on collaboration with families, interdisciplinary teamwork, and the implementation of early intervention programs.					
<b>OÖÖ4122 Social Skills Education in Children</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course includes the definition of behavior. It also addresses the characteristics of positive and negative behaviors. The theoretical foundations of behavior development are covered as well. The definition of social skills and the importance of acquiring these skills are within the scope of the course. In addition, the role of values education in acquiring social skills is discussed. The reasons for social skill deficiencies and the scope of social skills are also among the course topics. The course includes the definition of problematic behaviors and examines the relationship between social skills and problematic behaviors. The classification of problematic behaviors is another topic addressed. Factors influencing both social skills and problematic behaviors are analyzed. Information is provided about social skills education programs in the preschool period. Sample educational programs aimed at developing social skills in early childhood are prepared and presented. Furthermore, sample programs aimed at reducing problematic behaviors are also prepared and presented.					
<b>OÖÖ4124 Gifted Children and Their Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course will cover the concept of giftedness, its historical development, theoretical approaches, and identification processes. It will examine the cognitive and emotional developmental characteristics of gifted children, early indicators observable in preschool years, and various domains of giftedness (e.g., cognitive, artistic, leadership). The course will also address appropriate instructional strategies for gifted children, enrichment and acceleration approaches, classroom differentiation methods, and educational practices based on family-school collaboration.					
<b>OÖÖ4126 Hospitalized Children and Their Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course addresses the physical, emotional, and social effects of hospital environments on children. It evaluates the diverse needs of hospitalized children according to their age and developmental level. Pedagogical approaches and instructional techniques are explored to ensure that children with long-term illnesses, chronic conditions, or undergoing surgical procedures remain connected to education. The course emphasizes designing emotionally supportive activities through the healing power					

of play, as well as art and story therapy. It also includes topics such as family support, collaboration with multidisciplinary teams, privacy, ethical principles, children's rights, and a virtue-based approach within the framework of the Maarif Model.					
<b>ÖÖ4128 Behavior Management in Children</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Identifying and defining positive and negative behaviors in children; learning techniques to support positive behaviors and suppress negative behaviors; teacher and parent attitudes in behavior management; organizing home and school environments for behavior management; developing and evaluating application examples for problem behaviors seen in the classroom.					
<b>ÖÖ4130 Child and Nature</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Addressing the relationship between children in early childhood and nature with a multidimensional approach, examining nature-based learning theories, ecological awareness, and sustainable living issues theoretically and practically, planning and implementing activities such as outdoor activities, games, discovery-based learning environments, and nature walks that will support children's interactions with nature, developing environmentally friendly educational materials, modeling nature-respecting behaviors, and developing skills to reinforce children's love of nature, field observations, project-based applications, and nature-focused activity examples in line with ecological education principles.					

## PROFESSIONAL KNOWLEDGE ELECTIVE COURSES

<b>COURSES (2-3-4 GRADE FALL/SPRING SEMESTER)</b>	<b>C/E</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>ECTS</b>
<b>EGS1101 Open and Distance Learning</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course examines the theoretical foundations and historical development of open and distance learning, focusing on how learning environments are structured through modern information technologies. It aims to reinforce theoretical knowledge through practical examples such as virtual classrooms, learning management systems, and massive open online courses (MOOCs). Students develop a comprehensive perspective on the field by analyzing the roles, design models, and assessment approaches involved in the open and distance education process.					
<b>EGS1102 European Education Area</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
European Union Education Area Quality Concept: Core and Cross-cutting Skills, Quality in Education and Training: Opportunities for Mobility and Cooperation, Quality in Education and Training: Promoting the Lifelong Acquisition of Language Competences and Developing a European Perspective in Education, Pathways to School Success and Centers of Excellence for VET, European Approach to Micro Qualifications, Gender Responsive Teaching Methods, Green and Digital Transitions: Education for Climate Coalition, Green and Digital Transitions: Green Practices in Education Infrastructure European Approach to Education for Environmental Sustainability, European Union Digital Education Action Plan, Teacher Training in the European Union: Erasmus Teacher Academies and the European Award for Innovative Teaching, Teachers and Trainers: European Guidance for National Career Frameworks, European Universities and University Alliances, Developing the European Degree and Erasmus+ Mobility, Team Europe Approach and Extending the International Dimension of Erasmus Strengthening Cooperation with Strategic Global Partners.					
<b>EGS1103 Holistic Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to Holistic Education Understanding Humanity in Holistic Education, Cognitive Development and Holistic Approach, Affective Development and Empathy Education, Psychomotor Development and Bodily Awareness, Spiritual Development and Values Education, Holistic Instructional Design, Holistic Assessment Methods, Social Skills and Collaborative Learning, Nature-Inclusive Education, Art, Music, and Creativity, Technology and Holistic Education, Trauma-Informed and Healing Education Approaches, Practical Applications in Holistic Education.					
<b>EGS1104 Multicultural Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
What are culture, multiculturalism, and multicultural education?; The importance of culture for Education; The history of multicultural education approaches; Theoretical foundations of multiculturalism; Identity, belonging, and Education; Migration and Education; Multicultural teacher competencies; Methods and techniques for multicultural Education; Multiculturalism in education programs; Applications of social justice in Education; Multicultural classroom approaches; Preparing multicultural lesson plan					
<b>EGS1105 Values And Civic Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The Values and Civic Education course is based on the Virtue-Value-Action framework of the Turkey Century Education Model and aims to develop both the personal character development of teacher candidates and their ability to instill values in students. The course addresses the concepts of virtue and values along with their philosophical foundations, enabling teacher candidates to integrate their theoretical knowledge with practical activities. Its content includes character development theories, value education approaches, moral reasoning processes, the synthesis of Turkish culture and universal values, value education in multicultural environments, and the teacher's capacity to serve as a role model.					
<b>EGS1106 Educational Leadership</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Organization and Culture Concepts and Characteristics, General Characteristics of Educational Organizations, Concept of Leadership, Approaches to Leadership, Educational Leadership, Team Work in Educational Organizations, Characteristics and Leadership, Characteristics of Leaders in Educational Organizations, Strategies for Developing Leadership Skills					
<b>EGS1107 Green Transformation and Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Green Transformation, Environmental Pedagogies, Sustainability and Environmental Justice (Climate Justice, Inclusion, Ethics), Green Content in Curriculum, Environmental Literacy Skills, Environmental Emotions, Ecological Transformations in Schools, Learning in Outdoor Environments, Use of Green Technology, From Local to Global: In Search of Environmental Problems and Future Climate Crises					



<b>EGS1108 21st Century Skills in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to 21st Century Skills in Education, Theoretical Foundations of Critical Thinking and Pedagogical Implications, Analytical Thinking Processes and Educational Decision-Making Approaches, Developing Problem-Solving Skills in an Educational Context, Effective Communication Dynamics in the Teaching Profession, Culture of Cooperation and Team-Based Practices in Learning Environments, Flexibility, Adaptability and Openness to Change in Education, Self-Awareness and Emotional Intelligence Development, Reflective Teaching and Lifelong Professional Development, Integration of 21st Century Skills in the Educational Environment, Future Learning Environments and Teacher Roles, Development of Situation Analysis-Based Skills in Teaching Practices, Assessment Methods for 21st Century Skills in Education, Development Strategies.					
<b>EGS1109 Drama in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
General information about the drama course, definition of drama and types of drama, warm-up, introduction, adaptation, attention exercises, warm-up, introduction, adaptation, attention exercises, general purposes of drama. Components of drama, group, participants, experiences, topic, structuring drama, warm-up, role-play, evaluation stages, components of dramatic fiction, techniques used in drama, the importance of using techniques in drama and the purposes of using techniques, improvisation and role playing, use of techniques in drama. Role reversal, teacher in the role, flashback, corridor of consciousness, hot chair, gossip circle, using drama as a method in education, writing a workshop. Homework: Writing a workshop related to the field, implementation of sample workshops.					
<b>EGS1110 Differentiation in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to Differentiated Instruction, Definition, Historical Development, Basic Concepts, Theoretical Foundations of Differentiated Education, Differentiation Approach in Turkey Century Education Model (Application Examples from Türkiye and the World), Student Identification According to Readiness, Interest and Learning Profiles, Content Differentiation, Process Differentiation, Enrichment Strategies, Support Strategies, Creating and Evaluating Flexible Groups					
<b>EGS1111 Current Developments in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Change and Transformation Paradigms in Education, Digital Transformation and Educational Technologies, Artificial Intelligence and Data Analytics in Education, Education Policies and Reforms, Current Approaches in Learning Theories, Inclusive Education and Equity in Education, Environmental and Sustainable Education, Globalization and Multicultural Education in Education, Innovations and Professional Development in the Teaching Profession, Innovations in Evaluation and Measurement Methods in Education, Ethics and Social Responsibility in Education, Current Trends in School Management					
<b>EGS1112 Gamification and Game-Based Learning in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to the concept of game, basic concepts, game history, game psychology, behavioral theorem, cycles and models, types of entertainment, players and rewards, individual and group games, game elements, mechanics and dynamics, game flow and motivation, game design and proposal, game design and proposal, game design and proposal, introduction to gamification, basic concepts, gamification models, gamification measurements, gamification of an educational activity, gamification of an educational activity.					
<b>EGS1113 Curriculum Development in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to Curriculum and Curriculum Development, Fundamental Concepts of Curriculum, Curriculum Development Models, Analysis in the Curriculum Development Process, Curriculum Design, Implementation in the Curriculum Development Process, Curriculum Evaluation Models, Innovation and Updates in Curriculum, Ethical and Cultural Dimensions in Curriculum Development, The Impact of Educational Policies on Curriculum Development, Practices in Curriculum Development in Education					
<b>EGS1114 Curriculum Literacy in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The concept of curriculum literacy, Basic components of curricula, Curriculum development approaches, Historical development of educational curricula in Türkiye, Curriculum analysis within the context of the Türkiye Century Maarif Model and educational policies, Curriculum analysis, Curriculum evaluation approaches, Curriculum differences, Curriculum literacy from the perspective of interdisciplinary approaches and lifelong learning, Development of curriculum literacy among pre-service teachers, Teacher contributions to curriculum development and revision processes, Developing a critical perspective on curricula.					
<b>EGS1115 Project Development in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Concepts of Project and Project Development, Types of Projects in Education, Generation of Project Ideas and Problem Identification, Literature Review and Goal Setting, Writing the Originality (Innovative Value) Section, Method Selection and Activity Planning, Timeline and Resource Planning, Risk Analysis, Stakeholder and Collaboration Processes, Budget Planning, Writing the Project Report, Preparing the Project Presentation					
<b>EGS1116 Socio- Emotional Development in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Introduction to Social and Emotional Development and Its Importance in Education, Social-Emotional Competencies within Developmental Theories, Self-Awareness: Identity, Emotional Recognition, and Student Reflection, Self-Management: Emotional Regulation and Goal Setting, Social Awareness: Empathy, Tolerance, Social Awareness: Cultural Sensitivity, Relationship Skills: Communication, Collaboration, and Conflict Resolution, Responsible Decision-Making: Ethics, Values, and Social Responsibility, Integrating Social-Emotional Learning (SEL) into Educational Environments, Creating a Supportive Socio-Emotional Climate in Classroom Management, Trauma-Informed Pedagogy and Psychological Safety in Schools, Positive Psychology and Strength-Based Approaches in Education, Providing Social-Emotional Support in Inclusive Education, The Future of Social-Emotional Development in Education.					
<b>EGS1117 Artificial Intelligence in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course aims to introduce artificial intelligence by fostering an understanding of its fundamental concepts and algorithms. It explores the role of AI subfields such as machine learning, expert systems, and intelligent tutoring systems in education. Students analyze existing AI-supported educational applications and develop their own solutions. In addition, the course					

examines research on knowledge representation, learning models, and the use of AI in instructional processes. As part of the course, students are expected to design and evaluate an AI-based educational application individually or in groups. Through this process, they enhance their digital pedagogical competencies and become better prepared for the educational technologies of the future.

<b>EGS1118 Next-Generation Assessment Approaches in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Introduction to next-generation measurement and evaluation, Types of assessment: Traditional and next-generation, Introduction to next-generation questions: Definition, types, and examples, Principles of writing next-generation questions (scenario, table, graph, real-life connection), Evaluation of next-generation questions: Rubrics, checklists, AI-supported analysis, E-rubrics and automated scoring systems, AI-supported measurement and evaluation systems, Formative assessment tools, Authentic assessment and simulation-based practices, Adaptive test systems and personalized assessment, E-portfolio systems and digital storytelling, Digital assessment scenario presentation, Ethical use of assessment data and data security.

<b>EGS1119 Climate Change and Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Introduction to Climate Change, Global and Regional Impacts of Climate Change, Climate Change and Sustainable Development Goals, Climate Policies and Global Agreements, Environmental Impacts of Climate Change, Social Impacts of Climate Change, Economic Impacts of Climate Change, Climate Action and Education, Field Applications for Climate Action I, Field Applications for Climate Action II, Social Participation in Combating Climate Change, Climate Action and Individual Responsibilities, Current Research and Innovative Applications

<b>EGS1120 Inclusive Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Introduction to the course, course description, objectives and basic concepts, Definition, scope and importance of inclusive education, Philosophical, sociological and psychological foundations of inclusive education, Legal bases of inclusive education, Objectives, content and reflections of inclusive education on practice, Disadvantaged groups in inclusive education, Inclusive education and education of refugee children, Legal regulations on inclusive education in Türkiye, Research on inclusive education in the World, Research on inclusive education in Türkiye, Inclusive education approaches and practices, Classroom practices suitable for inclusive education programs, Inclusive leadership and classroom management, Inclusive assessment.

<b>EGS1121 Comparative Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Definition, scope and importance of comparative education, methods and approaches in comparative education, criteria used in comparing educational systems, social, cultural and economic factors affecting education, educational systems in developed countries, educational systems in developing countries, educational systems in the Far East, international educational evaluation systems, comparative analysis of Turkey's educational system.

<b>EGS1122 Advantages and Disadvantages of Education in Rural Areas</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Geographical, social and economic factors affecting education in Turkey; ways to meet the educational needs of children in rural and scattered settlements; bussed education, its advantages and disadvantages; regional boarding primary schools and their pros and cons; multigrade classroom teaching, the reasons for multigrade classrooms, foundations and forms of instruction in multigrade teaching; planning, classroom management and assessment activities in multigrade classrooms; the roles and responsibilities of teachers; multigrade teaching practices in the world.

<b>EGS1123 Volunteering in Crisis and Disaster Situations</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Definitions of crisis and disaster, concept of volunteering, disaster volunteering, NGOs, crisis communication, socio-emotional support, disaster education in schools, community solidarity, sustainable volunteerism models, practical examples.

<b>EGS1124 Micro Teaching</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Teaching principles, teaching strategies, teaching methods, teaching techniques, characteristics of micro teaching application, preparing an appropriate lesson plan and preparing a presentation accordingly.

<b>EGS1125 Museum Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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What is a museum? The relationship between museum, art, and culture; History of museology and museum education; Development of museology and museum education in Turkey and the world; Types of museums, museum-school collaboration; How to organize a productive museum visit; Teacher responsibilities in museums; Educational activities in museums for different fields and sample teacher plans.

<b>EGS1126 Out-of-School Learning Environments</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Out-of-school learning environments, Scope and Importance of Out-of-school Learning, Teaching Methods and Techniques Suitable for Out-of-school Learning Environments, Experiential Learning Theories and Theoretical Foundations, Museums, Types of Museums and Their Use as Educational Environments, The Pedagogical Role of Museums, Planning Museum Visits -Application-Evaluation, Planning Field Trips and Activities in Out-of-School Environments, Learning in Natural Environments, Science Centers and Experimental Learning, Use of Historical and Cultural Sites in Education, Guidance and Safety in Out-of-School Environments, Contribution of Out-of-School Activities to Students.

<b>EGS1127 Instructional Design</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Introduction to instructional design, Overview of instructional design models, Student needs analysis and identification of learning objectives, Learner analysis and content analysis, Instructional methods and strategies, Instructional materials and learning environments, Assessment and evaluation components, Implementation example of the ADDIE Model, Technology integration in instructional design, Microteaching practices, Instructional design examples in different disciplines, Evaluation and feedback process in instructional design.

<b>EGS1128 Teaching Profession and Professional Ethics</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Definition and historical development of the teaching profession; the impact of current educational policies on the profession; professional competencies and teacher education systems; legal foundations and employment rights of the

profession; digital platforms used by teachers and professional document management; challenges experienced before and after appointment; regional inequalities in education and cultural adaptation; communication skills and school climate; concepts of ethics and professional ethics; ethical dilemmas in teaching and decision-making processes.					
<b>EGS1129 Robotic Coding</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course aims to explore the evolving nature of education in the era of digital transformation and to understand the integration of STEM (Science, Technology, Engineering, and Mathematics) approaches into educational environments. Participants will develop essential 21st-century skills such as digital literacy, algorithmic thinking, data-driven decision-making, and instructional practices based on robotics and coding. The course emphasizes the effective use of digital technologies, AI-supported tools, and educational robotics kits to foster interdisciplinary instructional design. Through hands-on workshops and project-based learning, participants will enhance both their pedagogical and technical competencies. Ultimately, teacher candidates and educators will be empowered to use technology not merely as a tool, but as a powerful pedagogical element that deepens and enriches learning experiences					
<b>EGS1130 Sustainability Literacy and Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Sustainability 101: Basic Concepts, Long History of Unsustainability, Short History of Sustainability, Sustainable Development Goals, Environmental Sustainability, Economic Sustainability, Social Sustainability, Sustainable Citizenship, Sustainable Lifestyles, Sustainability-Based Educational Practices, Taking Action for a Sustainable Future, Student Project Presentation and Evaluation.					
<b>EGS1131 History of Turkish Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Education and Educational History, Education in the Ancient Turks, Development of Turkish Education during the Islamic Period, Education in the Ottoman Empire, Education and Teaching in the Republic of Turkey					
<b>EGS1132 Artificial Intelligence-Supported Instructional Design</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course covers both theoretical and practical topics focused on integrating instructional design theories with artificial intelligence (AI) technologies. It begins with an overview of instructional design models such as ADDIE, TPACK, and Universal Design for Learning (UDL), followed by exploration of how these models can be enhanced with AI-based systems. Core AI concepts relevant to education—including machine learning, natural language processing, recommendation systems, and learning analytics—are introduced. Participants engage with AI-powered educational tools like ChatGPT, Teachable Machine, and Canva Magic Write through hands-on activities. They develop lesson plans, instructional materials, and assessment tools utilizing these technologies. The course also addresses ethical, social, and pedagogical considerations in AI-supported teaching, promoting responsible and informed use of AI in education. By the end of the course, students are expected to design an AI-enhanced instructional project individually or in groups.					
<b>EGS1133 Adult Education and Lifelong Learning</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Basic Concepts of Education, Basic Concepts of Adult Education, Andragogy, Self-Directed Learning, Transformative Learning Theory, Hetagogy, History of Adult Education, Development and Evaluation of Adult Education Program, Introduction to Lifelong Learning, Importance and Key Characteristics of Lifelong Learning, Lifelong Learning Competencies and 21st Century Skills, European Union and Turkey's Lifelong Learning Policies, Cultural and Social Dimensions of Lifelong Learning, Importance of Technology in Adult Education and Lifelong Learning.					
<b>EGS1134 21st Century Literacy in Education</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
The Transformation of Literacy in the 21st Century and Its Role in Education, Literacy Approaches Grounded in Critical Thinking, Digital Literacy: The Role of Teachers in the Information Ecosystem, Media Literacy: Pedagogical Implications of Visual and Discourse Analysis, Visual Literacy: Image, Design, and Meaning-Making in Education, Information Literacy and the Use of Academic Resources, Financial Literacy: Economic Awareness from an Educator's Perspective, Cultural Literacy and Cultural Pluralism, Citizenship Literacy: Democratic Participation and Rights-Based Education, Ethical Literacy: Value-Based Teaching in the Digital Age, Integrating Multiliteracies Across Disciplines: Pedagogical Models and Practices, Literacy-Based Instructional Design in Education: Planning, Implementation, and Evaluation, The Future of 21st Century Literacies, Critical Reflections and Policy Perspectives.					
<b>EGS1135 Alternative Schools</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
Criticising and producing alternatives: Why do we need it and how do we do it?; Critical approaches to education; Theoretical information about alternative schools (definition, history, pioneers, etc.); Examples of alternative schools (Home School, Democratic School, Magnet School, Montessori School, Paideia School, Forest School, Reggio Emilia School, Contract School, etc.); Comparison of alternative school examples; Applicability of alternative school examples in Turkey; Producing ideas about alternative education and school that can be applied in Turkey.					
<b>EGS1136 Educational Sociology</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course covers fundamental concepts, an introduction to the sociology of education, the history of the sociology of education, perspectives in the sociology of education, the functions of education, social structure and education, social differentiation and education, social classes and education, social mobility and education, family and education, school and education, school-community relations, social institutions and education, and social change and education.					
<b>EGS1137 Educational Philosophy</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
This course aims to introduce the basic concepts of the philosophy of education and key philosophical movements. It approaches fundamental questions about education from a philosophical perspective. Throughout the course, major educational philosophies such as idealism, realism, and pragmatism are examined. Topics like educational aims, values, and knowledge are also discussed. Students are encouraged to understand the philosophical foundations of education and apply this understanding to their own teaching approaches.					
<b>EGS1138 Turkish Education System and School Management</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>

The Turkish Education System and School Management course covers topics that are essential for a holistic understanding of the Turkish education system by examining its organizational structure, functioning, legal-political determinants and current issues. In addition, contemporary school management approaches are discussed through topics such as effective schools, instructional leadership, strategic management and psychological factors.

<b>EGS1139 Learning and Behavioral Problems in Children</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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The concept and types of learning disabilities ( dyslexia , dyscalculia , dysgraphia , etc.); attention deficit and hyperactivity disorder (ADHD); behavioral disorders (oppositional defiance, aggression, introversion); emotional problems and social adaptation; causes of problem behaviors; diagnostic processes; the role of family, teacher, and counselor; classroom intervention strategies; case studies; guidance and support mechanisms.

<b>EGS1140 Designing and Using Instructional Materials</b>	<b>E</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
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Effective learning environment, principles of material design, the importance of material usage, delivering effective presentations using materials