T.C.

SİVAS CUMHURİYET UNIVERSITY

FACULTY of EDUCATION

ELEMENTARY SCHOOL TEACHER EDUCATION UNDERGRADUATE PROGRAM

SİVAS, 2022

Elementary School Teacher Education Undergraduate Program I

1ST SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Introduction to Education	2	0	2	3
MB	Sociology of Education	2	0	2	3
GK	Atatürk's Principles and History of Reforms 1	2	0	2	3
GK	Turkish Language 1	2	0	2	3
GK	Foreign Language 1	2	0	2	3
GK	Career Planning and Development	1	0	1	2
AE	General Geography	2	0	2	5
AE	Basic Mathematics in Elementary School	2	0	2	4
AE	Turkish History and Culture	2	0	2	4
	Total	**17**	**0**	**17**	**30**

2ND SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Educational Psychology	2	0	2	3
MB	Philosophy of Education	2	0	2	3
GK	Atatürk's Principles and History of Reforms 2	2	0	2	3
GK	Turkish Language 2	2	0	2	3
GK	Foreign Language 2	2	0	2	3
GK	Non-Core Elective Course 1	2	0	0	0
AE	Elective 1	2	0	2	4
AE	Basic Science in Elementary School	3	0	3	6
AE	Geography and Geopolitics of Türkiye	2	0	2	5
	Total	**19**	**0**	**17**	**30**

3RD SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	School Experience 1	1	4	3	8
MB	Elective 1	2	0	2	3
GK	Elective 1	2	0	2	3
AE	Instructional Technologies and Material Development in Elementary School	3	0	3	4
AE	Science Teaching in Elementary School 1	3	0	3	4
AE	Music Teaching in Elementary School	3	0	3	4
AE	Environmental Education	3	0	3	4
AE	Science Laboratory Applications	1	2	2	4
	Total	**18**	**6**	**21**	**34**

4TH SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Principles and Methods of Teaching	2	0	2	3
MB	Elective 2	2	0	2	3
GK	Non-Core Elective Course 2	2	0	0	0
AE	Science Teaching in Elementary School 2	3	0	3	4
AE	Physical Education Teaching in Elementary School	3	0	3	5
AE	Drama in Elementary School	3	0	3	5
AE	Children's Literature	2	0	2	5
AE	Visual Arts Education	3	0	3	5
	Total	**20**	**0**	**18**	**30**

5TH SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Assessment and Evaluation	3	0	3	4
MB	Elective 3	2	0	2	3
GK	Community Service Practices	1	2	2	3
AE	Teaching of Early Reading and Writing	3	0	3	4
AE	Life Skills Teaching	3	0	3	4
AE	Mathematics Teaching in Elementary School 1	3	0	3	4
AE	Child Psychology	2	0	2	4
AE	Elective 2	2	0	2	4
	Total	**19**	**2**	**20**	**30**

6TH SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	School Experience 2	1	4	3	8
MB	Classroom Management	2	0	2	3
MB	Elective 4	2	0	2	3
GK	Elective 2	2	0	2	3
AE	Turkish Teaching in Elementary School	3	0	3	4
AE	Social Studies Teaching in Elementary School	3	0	3	4
AE	Teaching of Games and Physical Activities	3	0	3	4
AE	Mathematics Teaching in Elementary School 2	3	0	3	4
	Total	**19**	**4**	**21**	**33**

7TH SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Research Methods in Education	2	0	2	3
MB	Special Education	2	0	2	3
MB	Turkish Education System and School Administration	2	0	2	3
MB	Teaching Practice 1	2	6	4	10
GK	Elective 3	2	0	2	3
AE	Alternative Education Practices	2	0	2	4
AE	Elective 3	2	0	2	4
	Total	**14**	**6**	**16**	**30**

8TH SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Integrated Education in Elementary School	2	0	2	3
MB	Teaching Practice 2	2	6	4	10
MB	Guidance in Schools	2	0	2	3
GK	Elective 4	2	0	2	3
AE	Religious Culture and Ethics Teaching in Elementary School	3	0	3	4
AE	Elective 4	2	0	2	4
AE	Elective 5	2	0	2	4
	Total	**15**	**6**	**17**	**31**

Fields	T	U	K	AKTS	TOTAL HOURS	PERCENTAGE
Vocational Knowledge (VK)	39	20	47	85	59	36
General Culture (GC)	26	2	23	35	28	17
Field Education (FE)	76	2	77	128	78	47
Total	**141**	**24**	**147**	**248**	**165**	**100**

ELECTIVE COURSES (T-U-K-A)

VOCATIONAL KNOWLEDGE ELECTIVE COURSES (2-0-2-3)

- Open and Distance Learning
- Collaboration and Communication with Families
- Collaborative Teaching
- Textbook Analysis
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Speech and Language Disorders
- Educational Anthropology
- Educational Law
- History of Education
- Morality and Ethics in Education
- Digital Content Development in Education
- Drama in Education
- Extracurricular Activities in Education
- Curriculum Development in Education
- Project Preparation in Education
- Critical and Analytical Thinking
- Education of Hospitalized Children
- Inclusive Education
- Character and Value Education
- Microteaching
- Museum Education
- Out-of-School Learning Environments
- Learning Disability
- Individualizing and Adapting Instruction
- Sustainable Development and Education
- History of Turkish Education
- Adult Education and Lifelong Learning

GENERAL CULTURE ELECTIVE COURSES (2-0-2-3)

- Addiction and Combating Addiction
- Nutrition and Health
- History and Philosophy of Science
- Science and Research Ethics
- Children's Rights and Protection
- World Musics
- Economy and Entrepreneurship
- Traditional Turkish Handicrafts
- Semiotics
- Human Relations and Communication
- Use of Internet Technologies
- Culture and Language
- Applications of Mathematics
- Media Literacy
- Art and Aesthetics
- Sound Recording Methods
- Basic Information Technologies
- Basic English
- Turkish Folk Dances
- Turkish Sign Language
- Turkish Cultural Geography
- Turkish Cultural History
- Turkish Music
- Turkish Art History
- History of Civilization
- Three-Dimensional Design (3D Design)
- Geography of Countries

FIELD EDUCATION ELECTIVE COURSES (2-0-2-4)

- Disasters and Disaster Management
- Child Mental Health
- Early Childhood Education
- Traditional Children's Games
- Analysis of Primary School Textbooks
- Primary School Curricula
- Human Rights and Democracy Education
- Inclusive Language Teaching
- Comparative Education
- Children at Risk and Their Education
- Health and Traffic Safety
- Assessment of In-Class Learning
- Social Skill Instruction
- STEM Education and Applications
- Children and Education in Turkish Culture

Course Descriptions of the Elementary School Teacher Education Undergraduate Program

					1ST SEMESTER
CODE	COURSE TITLE	T	U	K	A
MB	Introduction to Education	2	0	2	3
MB	Sociology of Education	2	0	2	3
GK	Atatürk's Principles and History of Reforms 1	2	0	2	3
GK	Turkish Language 1	2	0	2	3
GK	Foreign Language 1	2	0	2	3
GK	Career Planning and Development	1	0	1	2
AE	General Geography	2	0	2	5
AE	Basic Mathematics in Elementary School	2	0	2	4
AE	Turkish History and Culture	2	0	2	4
	Total	17	0	17	30

MB	Introduction to Education 2-0-2-3)

Fundamental concepts related to education and instruction; aims and functions of education; the relationship of education with other fields and sciences; legal, social, cultural, historical, political, economic, philosophical, and psychological foundations of education; methodology in educational sciences; school and classroom as an educational and learning environment; the teaching profession and current developments in teacher training; and trends related to education in the twenty-first century.

MB	Sociology of Education

Fundamental concepts of sociology: Society, social structure, social fact, social event, etc.; pioneers of sociology (Ibn Khaldun, A. Comte, K. Marx, E. Durkheim, M. Weber, etc.) and their educational views; education in terms of basic sociological theories (functionalism, structuralism, symbolic interactionism, conflict theory, critical theory, phenomenology, and ethnomethodology); social processes (socialization, social stratification, social mobility, social change, etc.) and education; social institutions (family, religion, economy, politics) and education; the development of sociology and sociology of education in Turkey (Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan, etc.); culture and education; the school as a social, cultural, and moral system and community.

GK	Atatürk's Principles and History of Reforms 1 (2-0-2-3)

Internal and external reasons leading to the collapse of the Ottoman Empire; reform movements in the Ottoman Empire during the 19th century; intellectual currents in the late Ottoman period; the political and military situation of the Ottoman Empire at the beginning of the 20th century; World War I and the Armenian Question; the occupation of Anatolia and the reactions; Mustafa Kemal Pasha's landing in Samsun and his activities; the period of congresses and organization; the opening of the last Ottoman Parliament (Meclis-i Mebusan) and the adoption of the National Pact (Misak-ı Millî); preparations for the National Struggle and the material and moral foundations of these preparations; the opening of the Turkish Grand National Assembly (TBMM) and its activities; the Treaty of Sèvres; struggles on the Southern and Eastern fronts; the establishment of the regular army, the Greek offensive and the wars on the Western front, the signing of the Armistice of Mudanya, the convening of the Lausanne Conference, and the signing of the Peace Treaty.

GK	Turkish Language1 (2-0-2-3)

Basic characteristics of written language and written communication, fundamental differences between written and spoken language. Expression: written and oral expression; subjective expression, objective expression; paragraph; types of paragraphs (introductory, body, and concluding paragraphs). Definition of the text and types of texts (informative texts, literary texts); conditions for textuality (cohesion, coherence, intentionality, acceptability, situationality, informativity, intertextuality). Written expression (written composition: free writing, planned writing); stages of planned writing (subject, delimitation of the subject, purpose, point of view, determination of main and supporting ideas; preparing a writing plan, paper layout); theoretical information on informative texts (petition, letter, news, decision, announcement/advertisement, minutes, report, official documents, scientific writings); studies on examples and writing practices; summarizing and outlining a text; correcting language and expression errors in written applications.

GK	Foreign Language (2-0-2-3)

Present tense; simple present tense; speaking, reading, writing, and listening skills in these tenses; speaking skills (introducing oneself, describing a thing/place, giving directions, question and answer patterns for personal information); reading skills (reading lists/labels, asking questions, etc. in restaurants, on public transport like buses/trains, and at shopping locations); writing skills (writing short messages, writing poster content, filling out forms); listening skills (directions, descriptions of places/people, etc.).

GK	Career Planning and Development 1-0-1-2)

The concept of career, career planning and its stages; individual career development, creating a career strategy; the career planning model, career options in related teaching fields; résumé preparation and types of résumés, CV format and examples, points to consider when preparing a CV; cover letters, letters of introduction, job interviews, their purposes, methods and types, preparation for the interview and interview stages; situations that may be encountered in interviews; question types, body language-physical signals.

AE	General Geography 2-0-2-5)

The subject matter and principles of geography, fundamental concepts of geography as a science, the place of geography among other sciences, its historical development, aims of geography education, general information about natural systems (climate, landforms, vegetation, water, etc.), these systems and their developmental characteristics, the universe and solar systems, the shape of the Earth, its physical properties, movements and the results of these movements, map usage applications.

AE	Basic Mathematics in Elementary School 2-0-2-4)

Number systems and their hierarchical model, closure properties of number systems under the four operations, mathematical modeling, problem solving and creation involving the four operations, writing a base-10 number in other bases and converting a number written in other bases to base-10, the four operations in bases other than base-10, divisibility rules for 2, 3, 4, 5, and 10 along with their proofs, least common multiple (LCM) and greatest common divisor (GCD), fractions and the four operations with fractions, the relationship between fractions and ratios, writing numbers in decimal fractions and the four operations, patterns, basic geometric shapes, basic solid geometry – geometric solids and their nets, and the concept of measurement and basic units of measurement, and the relationship of these topics with the aims, principles, and primary school mathematics curriculum.

AE	Turkish History and Culture 2-0-2-4)

The first homeland of the Turks—The first civilizations established in the homeland, the lifestyle of the Turks before the Huns, the Huns: The Great Hun Empire—The Migration Period and the European Huns—The Hephthalites (White Huns), the Tulunids—the Ikhshidids—the Karakhanids—the Ghaznavids, the Great Seljuk Empire—the Anatolian Seljuk Sultanate, the Ottoman Empire (Foundation and Rise periods), the Ottoman Empire (Stagnation and Decline periods), Other Turkic States (Azerbaijan—Kazakhstan—Kyrgyzstan—Turkmenistan—Uzbekistan—Turkish Republic of Northern Cyprus and Turkic communities), Culture and Civilization.

						2ND SEMESTER
CODE	COURSE TITLE	T	U	K	A
MB	Educational Psychology	2	0	2	3
MB	Philosophy of Education	2	0	2	3
GK	Atatürk's Principles and History of Reforms 2	2	0	2	3
GK	Turkish Language 2	2	0	2	3
GK	Foreign Language 2	2	0	2	3
GK	Non-Core Elective Course 1	2	0	0	0
AE	Elective 1	2	0	2	4
AE	Basic Science in Elementary School	3	0	3	6
AE	Geography and Geopolitics of Türkiye	2	0	2	5
	Total	19	0	17	30

MB   Educational Psychology MB 2-0-2-3)

Basic concepts of psychology and educational psychology; research methods in educational psychology; development theories, developmental domains, and developmental processes; individual differences in development; basic concepts related to learning; factors affecting learning; learning theories within the framework of teaching-learning processes; motivation in the learning process.

MB   Philosophy of Education 2-0-2-3)

Fundamental subjects and problem areas of philosophy; ontology (being), epistemology (knowledge), ethics/axiology (values) philosophy, and education; basic philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytic philosophy) and education; educational philosophy and educational movements: Perennialism, Essentialism, Progressivism, Existentialist Education, Critical/Radical Education; educational views of some philosophers in the Islamic world and the West (Plato, Aristotle, Socrates, J. Dewey, Avicenna (Ibn-i Sina), Al-Farabi, J. J. Rousseau, etc.); human nature, individual differences, and education; education from the perspective of some political and economic ideologies; intellectual movements and education effective in Turkey during the modernization process; philosophical foundations of the Turkish education system.

GK   Atatürk's Principles and History of Reforms 2 (2-0-2-3)

Reforms in the political field (Abolition of the Sultanate, proclamation of the Republic, abolition of the Caliphate, etc.); reforms in the social field (Hat Reform, closure of dervish lodges and tombs (tekke and zaviye), Calendar, Clock, and Surname Law); reforms realized in the field of education and culture (Law on the Unification of Education (Tevhid-i Tedrisat), Alphabet Reform, Turkish History and Language Reforms); reforms in the field of law; attempts to transition to a multi-party system during the Atatürk era and the reactions (establishment and closure of the Progressive Republican Party, the Sheikh Said Rebellion, and the assassination attempt on Atatürk); attempts to transition to a multi-party political life during the Atatürk era (establishment and closure of the Liberal Republican Party, and the Menemen Incident); Turkey's economic resources and policy during the Republican period (Izmir Economic Congress); Turkish foreign policy during the Atatürk era (Population Exchange, membership in the League of Nations, Balkan Entente and Saadabad Pact); Turkish foreign policy during the Atatürk era (Montreux Straits Convention, the annexation of Hatay to the Motherland, Turkey's bilateral relations with other countries); definition and scope of the Atatürk's ideological system, and Atatürk's Principles; Turkey after Atatürk, the years of the Democratic Party's rule, Turkey in the 1960s and 1970s, Turkey's foreign policy after 1960.

GK   Turkish Language 2 (2-0-2-3)

Basic characteristics of spoken language and oral communication. Oral expression; fundamental characteristics of speaking skills (using natural language and body language); basic principles of effective speaking; fundamental characteristics of a good speaker (stress, intonation, pausing; diction, etc.). Impromptu and prepared speaking; stages of prepared speaking (topic selection and delimitation; determining purpose, point of view, main and supporting ideas, planning, writing the text; presentation of the speech). Types of speeches I: (conversations/dialogues, interview/chat, introducing oneself, answering questions, celebrating an important event such as New Year's, birthday, holiday, giving directions, telephone conversations, applying for a job, interviewing someone/conducting an interview, radio and television speeches, participating as a speaker in various culture and arts programs, etc.). Delivering impromptu speeches on various topics, working on speech examples and oral expression practices, correcting language and expression errors in speeches.

GK	Foreign Language 2(2-0-2-3)

Past tense; future tense; modals (can, could, may, must, etc.); speaking, reading, writing, and listening skills in these tenses and modals; speaking skills (asking questions, ordering food, etc., in diners and restaurants); reading skills (internet weather reports, recipes, flyer/poster texts, etc.); writing skills (writing short messages, giving written directions, writing emails/invitations, etc.); listening skills (weather reports, recipes, etc.).

GK	Non-Core Elective Course 11 (2-0-0-0)

It encompasses the course selected by the students and the corresponding course content, as determined by the Rectorship of Sivas Cumhuriyet University.

AE	Basic Science in Elementary School (3-0-3-6)

The subject matter and principles of nature/science, fundamental concepts of science, the place of science among other sciences, its historical development, aims of science education, general information regarding science topics included in the primary school curriculum (delivery of fundamental concepts related to the subject areas of "Earth and Universe," "Living Beings and Life," "Physical Events," and "Matter and Nature") and their real-life counterparts and areas of use.

AE	Geography and Geopolitics of Türkiye (2-0-2-5)

Turkey's location and position: Turkey's geopolitical and geostrategic status and characteristics, mathematical location characteristics, specific location characteristics (neighbors), characteristics of country groups (political, military, economic, cultural organizations), Turkey's physical characteristics (climate, hydrographic features, soil structure, vegetation), socioeconomic characteristics (population, settlement, agriculture, forestry, livestock, energy, industry, transportation, tourism).

		3RD SEMESTER			
CODE	**COURSE TITLE**	**T**	**U**	**K**	**A**
MB	School Experience 1	1	4	3	8
MB	Elective 1	2	0	2	3
GK	Elective 1	2	0	2	3
AE	Instructional Technologies and Material Development in Elementary School	3	0	3	4
AE	Science Teaching in Elementary School 1	3	0	3	4
AE	Music Teaching in Elementary School	3	0	3	4
AE	Environmental Education	3	0	3	4
AE	Science Laboratory Applications	1	2	2	4
	Total	18	6	21	34

MB	School Experience 1 (1-4-3-8)

Recognition of school management and instructional organization through a systematic approach, school administration, activities regularly conducted in schools, recognition of the school's facilities/resources, observation and appropriate reporting of activities, making observations and gaining experience.

AE	Instructional Technologies and Material Development in Elementary School (3-0-3-4)

Information technologies in education; the teaching process and the classification of instructional technologies; theoretical approaches related to instructional technologies; new trends in learning approaches; contemporary literacies; instructional technologies as tools and materials; design of instructional materials; designing thematic instructional material; creating a domain-specific object repository, instructional material evaluation criteria, design of two and three-dimensional instructional materials specific to the domain; development of instructional materials such as worksheets; transparencies (slides); VCD, DVD, MP3 and MP4 files, etc.; evaluation of in-class applications for different instructional materials.

AE	Science Teaching in Elementary School 1 (3-0-3-4)

Fundamental concepts related to science and science education. Characteristics of science, technology, scientific knowledge, and the scientific method, science and technology literacy, science-technology-society-environment relationships, attitudes toward the field of science, aims of science instruction, historical development of science instruction in Turkey and the World, constructivist approach and science learning, cognitive development and science education, characteristics of the primary school science curriculum and its relationship with other courses, developing scientific process skills and example applications.

AE	Music Teaching in Elementary School 3-0-3-4)

Analysis of the primary school music curriculum, the relationship of music with other subjects; music teaching methods and techniques applied in primary school; preparation of music lesson plans, performance assessment, classroom management in music instruction, development of music skills; listening, singing, playing, and composing activities.

AE	Environmental Education 3-0-3-4)

Basic ecological concepts and principles, ecosystems, food chains, food web, habitat, competition; coexistence and mutualism, energy flow, matter circulation, population growth, ecological impact, erosion, soil and water resources, environmental awareness, worldwide studies, institutions and organizations related to environmental awareness; environmental education in primary school curricula, methods and applications for environmental education.

AE	Science Laboratory Applications (1-2-2-4)

The aim and importance of the laboratory in science instruction; safety in the laboratory; the scientific method, scientific process skills, and how they are acquired; laboratory experiments for primary school (experiments on sound, light, magnetism, cells, acids and bases, separation of mixtures), planning and conducting experiments and evaluating the results of experiments, preparing experiment worksheets and experiment reports; examples of experiments that can be done with simple and inexpensive materials; group work.

			4TH SEMESTER			
CODE	COURSE TITLE	T	U	K	A
MB	Principles and Methods of Teaching	2	0	2	3
MB	Elective 2	2	0	2	3
GK	Non-Core Elective Course 2	2	0	0	0
AE	Science Teaching in Elementary School 2	3	0	3	4
AE	Physical Education Teaching in Elementary School	3	0	3	5
AE	Drama in Elementary School	3	0	3	5
AE	Children's Literature	2	0	2	5
AE	Visual Arts Education	3	0	3	5
	Total	20	0	18	30

MB	Principles and Methods of Teaching 2-0-2-3)

Fundamental concepts related to instructional principles and methods; teaching-learning principles, models, strategies, methods, and techniques; setting goals and objectives in instruction; content selection and organization in teaching and learning; instructional materials; planning of instruction and instructional plans; theories and approaches related to instruction; instruction, learning, and achievement in the effective school; assessment of in-class learning.

GK	Non-Core Elective Course 2 (2-0-0-0)

It encompasses the course selected by the students and the corresponding course content, as determined by the Rectorship of Sivas Cumhuriyet University.

AE	Science Teaching in Elementary School 2 (3-0-3-4)

Concept development processes and techniques, misconceptions and conceptual change, instructional models (problem-based learning, project-based learning, cooperative learning, learning cycle approach, use of multiple intelligences theory in science instruction, etc.), measurement and evaluation in science instruction: traditional and alternative measurement and evaluation approaches (observation, interview, project, performance assessment, student product file (portfolio), etc.), developing and presenting sample activities related to the Science and Technology curriculum.

AE	Physical Education Teaching in Elementary School (3-0-3-5)

The philosophy of physical education, the history and sociology of physical education, public health and physical education, aims of physical education and sports, learning styles for primary schools and their applications in physical education, teaching styles, techniques, and strategies, instructional styles specific to physical education, assessment activities in sports education, the relationship between play and sport, play-centered approaches in physical education, the primary school physical education curriculum, goals, achievements (outcomes), and applications.

AE	Drama in Elementary School (3-0-3-5)

Definition and meaning of the term drama; concepts such as psychodrama, creative drama, educational drama, sociodrama, etc.; the drama-play relationship; the history of drama applications in education; the structure and implementation stages of drama in education; drama environment and teacher qualifications; assessment of drama; drama examples appropriate for the educational goals of the field, developing examples, and drama applications.

AE	Children'S Literature(2-0-2-5)

The development of children's literature in the world and in Turkey. The importance of encountering quality children's books during childhood and the function of children's literature works in raising thoughtful, sensitive individuals who have acquired a reading culture. Examination, with examples, of the characteristics (design, content, and educational) that should be present in children's literature works. Presentation, with examples, of low-quality (unqualified) children's books and discussion of their negative effects on children's developmental characteristics. Studies aimed at determining the suitability of the books read/examined by prospective teachers for children according to age groups, and identifying which aspects of children's development these books contribute to. Determination of the contributions of various literary genres (epics, fairy tales, poetry, short stories, novels, etc.) and linguistic materials (counting-out rhymes, tongue twisters, riddles, etc.) addressed to children, to children's development.

AE	Visual Arts Education (3-0-3-5)

Recognition of the mental and emotional functions of visual arts education, historical process in art education, the language of visual arts, art criticism, aesthetics, the relationship between art and other disciplines, determining students' developmental level according to graphical development stages, interpreting children's drawings, promoting visual arts enjoyment in children and enabling them to express themselves through art; applying art activities appropriate for the curriculum within the context of art history, art criticism, and aesthetics disciplines; differentiation in visual, auditory, and tactile perception, learning through the field of art and the development of creativity, art theories based on the history of thought, creativity, children's graphical development stages, visual perception and imagination power, discovery of talented children, design education in primary school, visual arts education and multiple intelligence theory, museum education, evaluation and exhibition of artwork, while the application sections include the evaluation of different activities such as drawing, graphic design, printmaking techniques, and three-dimensional applications using waste materials.

		5TH SEMESTER			
CODE	COURSE TITLE	T	U	K	A
MB	Assessment and Evaluation	3	0	3	4
MB	Elective 3	2	0	2	3
GK	Community Service Practices	1	2	2	3
AE	Teaching of Early Reading and Writing	3	0	3	4
AE	Life Skills Teaching	3	0	3	4
AE	Mathematics Teaching in Elementary School 1	3	0	3	4
AE	Child Psychology	2	0	2	4
AE	Elective 2	2	0	2	4
	Total	19	2	20	30

MB	Assessment and Evaluation (3-0-3-4)

The place and importance of measurement and evaluation in education, fundamental concepts in measurement and evaluation, measurement tools used in education and their characteristics, measurement tools based on traditional approaches (written exams, short-answer exams, true-false tests, multiple-choice tests, matching tests, oral examinations, assignments), types of evaluation and tools for comprehensively recognizing the student (observation, interview, performance assessment, student product file (portfolio), research papers, research projects, peer assessment, self-assessment, attitude scales), psychometric properties of measurement tools (validity, reliability, practicality); measurement of cognitive, affective, and psychomotor traits; sources and types of error in measurement, validity and reliability analyses of measurement tools, statistical techniques used in Item and Test Analyses (alternative correlation techniques), basic statistical operations performed on measurement results, descriptive statistics techniques (measures of central tendency and variability), graphical (bar graphs, frequency polygons, histograms, line graphs) and tabular (cross-tabulations) representations of measurement results, Normal distribution characteristics and standard scores (z and T scores); standard error and confidence intervals; Bloom's taxonomy, writing questions appropriate for different test types (written, oral, short answer, true-false, multiple-choice) according to Bloom's taxonomy; achievement test and scale development and implementation processes.

GK	Community Service Practices(1-2-2-3)

Concepts of society, community service practices, and social responsibility; social responsibility projects in terms of societal and cultural values; identification of current societal problems; preparing projects aimed at solving identified societal problems; volunteering in social responsibility projects individually and as a group; participating in social responsibility projects in various institutions and organizations; participating in scientific events such as panels, conferences, congresses, and symposiums as an audience member, speaker, or organizer; evaluating the results of social responsibility projects.

AE	Teaching of Early Reading Writing (3-0-3-4)

Listening, speaking, visual reading, and visual presentation; definition and processes of reading and writing learning domains and the relationship between learning domains, characteristics of the Turkish language, the effect of these characteristics on initial reading and writing instruction; aims and principles of initial reading and writing instruction, basic characteristics of the first-grade teacher and students; fundamental factors affecting reading and writing and preparation studies; reasons for inefficiency-failure in initial reading and writing instruction, tools and materials used in initial reading and writing instruction (characteristics and effects, selection, creation, and use of these tools); methods applied in initial reading and writing instruction (definitions, characteristics, classification, applications, strengths and limitations of the methods); sound-based sentence method (definition, principles, characteristics, stages, and application), reading and writing instruction applications in line with the stages of the sound-based sentence method; vocabulary development, assessment of initial reading and writing; initial reading and writing instruction and the use of technology, sample activity applications related to the curriculum.

AE	**Life Skills Teaching (3-0-3-4)**
The aims, concepts, and content of the Life Science (Hayat Bilgisi) course, the historical development of the Life Science course in Turkey, and Life Science course approaches in other countries; examination of the Life Science curriculum in terms of outcomes, skills, concepts, etc. characteristics, themes included in the curriculum and the distribution of the outcomes contained within the themes by grades, basic instructional skills in Life Science instruction, studies and examples related to the use of instructional strategies, instructional methods, and techniques in the Life Science course, values in the Life Science course, sample applications related to the Life Science curriculum and the evaluation of in-class activities.	

AE	**Mathematics Teaching in Elementary School (3-0-3-4)**
The aim and fundamental principles of mathematics instruction; history of mathematics instruction (in the World and in Turkey); teaching and learning strategies to be utilized in mathematics instruction; scope, aim, and characteristics of the primary school mathematics curriculum; major learning theories and their relationship with mathematics learning; important skills in mathematics education: connection, representation, communication, reasoning, problem-solving (strategies, stages, types of problems, etc.); utilizing information technologies; development of the number concept in children (pre-counting developments, one-to-one correspondence, cardinal value, combining, separating, comparing, equivalence, less/more, etc.); place value; formation and structural characteristics of natural numbers; arithmetic operations; relevant topics and outcomes in the primary school mathematics curriculum and sample activities appropriate for them.	

AE	**Child Psychology (2-0-2-4)**
Fundamental concepts, history, and methods of child psychology; prenatal development; developmental domains and characteristics of infancy; developmental domains and characteristics of early childhood; developmental domains and characteristics of late childhood; the child within the family structure; the child within the school system; adjustment and behavior problems during childhood; children with special needs.	

CODE	COURSE TITLE	T	U	K	A
MB	School Experience 2	1	4	3	8
MB	Classroom Management	2	0	2	3
MB	Elective 4	2	0	2	3
GK	Elective 2	2	0	2	3
AE	Turkish Teaching in Elementary School	3	0	3	4
AE	Social Studies Teaching in Elementary School	3	0	3	4
AE	Teaching of Games and Physical Activities	3	0	3	4
AE	Mathematics Teaching in Elementary School 2	3	0	3	4
	Total	19	4	21	33

MB	School Experience 2 (1-4-3-8)

Recognition of school management and instructional organization through a systematic approach; school administration, activities regularly conducted in schools; recognition of the school's facilities/resources; observation of activities during lessons; appropriate reporting; making observations and gaining experience.

MB	Classroom Management (2-0-2-3)

Fundamental concepts related to classroom management; physical, social, and psychological dimensions of the classroom; classroom rules and discipline; models related to classroom discipline and management; management of student behavior in the classroom, communication and interaction process in the classroom; student motivation in the classroom; time management in the classroom; the teacher as an instructional leader in the classroom; management of teacher-parent meetings; creation of a positive classroom and learning climate; case studies related to classroom management according to school levels.

AE	Turkish Teaching in Elementary School (3-0-3-4)

The instructional advantages of Turkish, contemporary methods and techniques that can be used in Turkish instruction; development of reading, writing, listening, speaking, visual reading and presentation, and comprehension skills; identification and remediation of fluent reading problems; structure of reading texts; instruction of informative and narrative texts, intertextual reading and writing; constructing meaning from texts, text-related questions and their types; development of critical thinking through reading and writing; speed reading and techniques; teaching the main idea and its methods; screen reading; assessment of reading, writing, listening, speaking, and comprehension; examination of the primary school Turkish curriculum, its relationship with other subjects, and sample activity applications related to the curriculum.

AE	Social Studies Teaching in Elementary School (3-0-3-4)

The field of social studies and its characteristics, fundamental aims and basic skills of the social studies field, literacy in social studies, basic themes and areas in the social studies field, the place and history of the social studies field in the primary school curriculum, examination of the social studies curriculum (outcomes, skills, themes, etc.), strategies, methods, techniques, and materials used in social studies instruction, sample applications related to these, democracy, human rights, and values education in the social studies course, sample applications related to the curriculum and the evaluation of in-class activities.

AE	Teaching of Games and Physical Activities (3-0-3-4)

The definition of play, the history of play, play theories; the importance of play for children, its effect on child development; primary school physical education and play course curriculum, methods and techniques in teaching play, play environment and equipment, teaching fundamental movements through play, game selection, individual and group games, games for sports branches; traditional folk dances.

AE	Mathematics Teaching in Elementary School (3-0-3-4)

Fractions, student difficulties in learning fractions, different meanings of fractions, fraction models, equivalence, comparison, ordering, operations with fractions, decimal fractions, operations with decimal fractions, sample activities appropriate for curriculum outcomes, Geometry, the development of geometric thinking in children, 2D and 3D geometry topics and their instruction, sample activities appropriate for geometry outcomes in the curriculum, Measurement and measures, the development of the idea of measurement in children, length, area, volume, time measurements, weighing, our currency, sample activities appropriate for measurement outcomes in the curriculum, data management, tables and graphs, sample activities appropriate for data outcomes in the curriculum, Measurement and evaluation in mathematics education, multiple measurement-evaluation methods and techniques.

				7TH SEMESTER		
CODE	COURSE TITLE	T	U	K	A
MB	Research Methods in Education	2	0	2	3
MB	Special Education	2	0	2	3
MB	Turkish Education System and School Administration	2	0	2	3
MB	Teaching Practice 1	2	6	4	10
GK	Elective 3	2	0	2	3
AE	Alternative Education Practices	2	0	2	4
AE	Elective 3	2	0	2	4
	Total	14	6	16	30

MB	Research Methods in Education (2-0-2-3)

Fundamental concepts and principles related to research methods; the research process (noticing a problem, identifying the problem and the sample, data collection and analysis, interpretation of results); general characteristics of data collection tools; analysis and evaluation of data; access to articles, theses, and databases; research models and types; basic paradigms in scientific research; quantitative and qualitative research designs; sampling, data collection, and data analysis in qualitative research; validity and reliability in qualitative research; examining, evaluating, and presenting articles or theses; preparing a research report in accordance with research principles and ethics; action research in education.

MB	Special Education (2-0-2-3)

Fundamental concepts related to special education, principles and historical development of special education, legal regulations regarding special education, special education models, diagnosis and assessment process in special education, special needs groups and their characteristics (speech and language disorders, attention deficit and hyperactivity disorder, intellectual disability, learning disability, emotional and behavioral disorders, visual impairment, hearing impairment, autism spectrum disorder, physical and health-related disabilities, gifted individuals, disadvantaged groups), educational approaches and instructional strategies for different groups, behavior modification process and effective behavior management strategies.

MB	Turkish Education System and School Administration (2-0-2-3)

The formation of education systems and the structure of the Turkish education system; basic laws regulating the Turkish education system; the central, provincial, and overseas organization of the Ministry of National Education; instructional levels in the Turkish education system; human resources, physical, technological, and financial resources in the Turkish education system; reform and innovation initiatives in the Turkish education system; organization-management theories and processes; the school as a social system and organization; human resource management; student personnel affairs; affairs related to education and instruction; affairs related to school management (operatorship); school, environment, community, and family relations; current discussions and trends related to the Turkish education system and schools.

MB	Teaching Practice 1 (2-6-4-10)

Making observations related to domain-specific instructional methods and techniques; conducting individual and group micro-teaching applications using domain-specific special instructional methods and techniques; developing domain-specific activities and materials; preparing instructional environments, managing the classroom, carrying out measurement, evaluation, and reflection.

AE	Alternative Education Practices (2-0-2-4)

Geographical, social, and economic factors influencing education in Turkey, ways to meet the educational needs of children in rural and scattered settlements; transported education (busing), advantages and disadvantages of transported education; regional boarding primary schools, advantages and disadvantages of regional boarding primary schools; instruction in multi-grade classrooms, reasons leading to multi-grade classrooms, fundamental bases and the form of instruction in multi-grade classrooms, planning of instruction, classroom management, and evaluation activities in multi-grade classrooms, and the duties and responsibilities of the teacher in multi-grade classrooms, multi-grade classroom instruction practices worldwide.

		8TH SEMESTER			
CODE	COURSE TITLE	T	U	K	A
MB	Integrated Education in Elementary School	2	0	2	3
MB	Teaching Practice 2	2	6	4	10
MB	Guidance in Schools	2	0	2	3
GK	Elective 4	2	0	2	3
AE	Religious Culture and Ethics Teaching in Elementary School	3	0	3	4
AE	Elective 4	2	0	2	4
AE	Elective 5	2	0	2	4
	Total	15	6	17	31

MB	Integrated Education in Elementary School (2-0-2-3)

Fundamental concepts related to inclusive education, the aim of inclusive education in primary school, the historical development of inclusive education, legal regulations regarding inclusive education in primary school, scientific bases of inclusive education in the primary school period, characteristics of inclusive education, preparatory work for inclusive education practices in primary school, fundamental steps to be taken for inclusive education in primary school, educational diagnosis and assessment process, supportive special education services, preparing and implementing the Individualized Education Program (IEP), individualizing instruction and adaptations, supporting language and speech skills, naturalistic teaching strategies, collaboration and communication with families, classroom management and behavior management in inclusive education settings in primary school, teamwork and collaboration.

MB	Teaching Practice 2 (2-6-4-10)

Making observations related to domain-specific special instructional methods and techniques; conducting micro-teaching applications using domain-specific special instructional methods and techniques; being able to plan a lesson independently; developing lesson-related activities and materials; preparing instructional environments; managing the classroom, carrying out measurement, evaluation, and reflection.

MB	Guidance in Schools (2-0-2-3)

The place of Guidance and Psychological Counseling (GPC) services in education; the philosophy, aim, principles, and program of the developmental guidance model (comprehensive developmental GPC program); basic services/interventions; the role and function of teachers in classroom guidance; competencies to be gained in educational, vocational, personal, and social areas within the scope of GPC services; cooperation between the school administrator and teachers with the guidance counselor and psychological counselor; preparation and implementation of classroom GPC plans and programs.

AE	Religious Culture and Ethics Teaching in Elementary School (3-0-3-4)

Fundamental concepts in Religious Culture and Ethics instruction: religion, culture, ethics concepts; Islam and other religions; concept of belief: conditions of faith in Islam, basic principles of being a Muslim; worship: concept of worship; ethics and the principles of ethics related to the individual and society; fundamental values of life and their instruction; examination of the primary school Religious Culture and Ethics curriculum; outcomes, content, instructional approaches, assessment of learning.

ELECTIVE COURSES (T-U-K-A)

VOCATIONAL(2-0-2-3)

- Open and Distance Learning
- Collaboration and Communication with Families
- Collaborative Teaching
- Textbook Analysis
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Speech and Language Disorders
- Educational Anthropology
- Educational Law
- History of Education
- Morality and Ethics in Education
- Digital Content Development in Education
- Drama in Education
- Extracurricular Activities in Education
- Curriculum Development in Education
- Project Preparation in Education
- Critical and Analytical Thinking
- Education of Hospitalized Children
- Inclusive Education
- Character and Value Education
- Microteaching
- Museum Education
- Out-of-School Learning Environments
- Learning Disability
- Individualizing and Adapting Instruction
- Sustainable Development and Education
- History of Turkish Education
- Adult Education and Lifelong Learning

VOCATIONAL KNOWLEDGE COURSE DESCRIPTIONS

Open and Distance Learning (2-0-2-3)

Fundamental concepts and philosophy of open and distance learning; development of distance education worldwide; development of distance education in Turkey; learner and guide roles in distance education; technologies used in distance education; management of open and distance education; classroom management and its components in open and distance learning; open educational resources and global trends; massive open online courses (MOOCs); personalized learning environments; problems related to open and distance education and their solutions; open and distance education applications in teacher training; development of individual instructional materials and student support services in open and distance education; determining instructional strategies for different learning situations; research and evaluation in distance education.

Collaboration and Communication with Families (2-0-2-3)

Fundamental concepts related to the family, the family as a system, the child with special needs within the family life cycle, emotional stages experienced by families with children with special needs, the importance of collaboration with families, legal, philosophical, and practical justifications for collaboration with families, foundations of the family-centered approach, components of family-centered practices, basic principles in collaboration with families, collaboration strategies with families, verbal and non-verbal communication skills in communication with families, empathic and specialized listening skills, skills in guiding families to special education services and effectively informing them about their child with special needs, management of crisis moments with families, promoting family participation, skills in effectively using communication channels with families (face-to-face structured and unstructured interviews, phone interviews; daily and weekly messages; communication book, class newspaper, interviews conducted through non-verbal communication channels such as e-mail).

Collaborative Teaching (2-0-2-3)

Fundamental concepts related to co-teaching, the definition of co-teaching, the importance of co-teaching, the historical development of co-teaching, co-teaching in Turkey and the world, factors directly affecting co-teaching, collaboration between family, teacher, and student, co-teaching models; one teach, one observe model, one teach, one assist model, station teaching model, parallel teaching model, alternative teaching model, team teaching model.

Textbook Analysis (2-0-2-3)

Physical, educational, visual design, and language/expression features and standards that should be present in a textbook; the suitability of textbook content for the curriculum; examination of some existing textbooks in terms of content, language, suitability for student level, format, attractiveness, contribution to meaningful learning, ease of use in instruction, etc.

Attention Deficit and Hyperactivity Disorder (ADHD) (2-0-2-3)

Definition and characteristics of Attention Deficit and Hyperactivity Disorder (ADHD); core symptoms of ADHD (inattention, hyperactivity, and impulsivity); the effects of ADHD on the child in terms of social, emotional, and academic success; causes of ADHD; risk factors in the formation of ADHD; types of ADHD; approaches to children with ADHD; referral of students with ADHD; education of children with ADHD; ensuring school-family collaboration.

Speech and Language Disorders (2-0-2-3)

Basic characteristics of language; views on language acquisition; definition and classification of speech and language disorders, organs effective in speech, causes and prevalence of speech and language disorders, characteristics of children exhibiting speech and language disorders, classification of communication disorders, types of communication disorders, education of children exhibiting speech and language and communication disorders.

Educational Anthropology (2-0-2-3)

The subject matter, fundamental concepts, history, and method of anthropology; basic approaches in social-cultural anthropology; education from an anthropological perspective and fundamental concepts of educational anthropology: Culture, acculturation, enculturation, adaptation, subculture, counterculture, common culture, etc.; cultural foundations and functions of education; cross-cultural differentiation, education, and learning; the school as a living area, school cultures and ethnographies; media, mass communication tools, popular culture, and education; globalization, cultural interaction, cultural literacy, and education; education in oral and written literary works in Turkish culture and civilization history; roles of parents and children in the Turkish family structure.

Educational Law (2-0-2-3)

Fundamental concepts of law and administrative law; sources of administrative law; rights and duties in administration; the Convention on the Rights of the Child and the Universal Declaration of Human Rights; administrative and judicial supervision of teachers; basic laws establishing and regulating the Turkish Education System; duties, rights, and responsibilities of education stakeholders.

History of Education (2-0-2-3)

Education in the Ancient period (Ancient Egypt, Mesopotamia, Anatolia, India, China, Ancient Greek, and Roman civilizations); education in Eastern, Western, and Islamic societies in the Middle and Early Modern Ages; the Renaissance, Reformation, Enlightenment Movements, and education; education in the Industrial Age and Modern Period; relations between Islamic culture and civilization and Western civilization; the emergence of nation-states and the development of national education systems; post-modern society discussions and education; fundamental changes and transformations in education worldwide from the Ancient period to the present.

Morality and Ethics in Education (2-0-2-3)

Fundamental concepts and theories related to morality and ethics; ethical principles, ethical rules, professional morality/ethics; the teaching profession in its social, cultural, moral, and ethical aspects; the right to education and learning; ethical principles in the process of education, instruction, learning, and assessment; ethical principles in relationships with education stakeholders (employers/administrators, colleagues, parents, professional organizations, and the community); moral/ethical responsibilities of education/school administrators, parents, and students; unethical behaviors in business and professional life; ethical regulations concerning public administration, education, and teachers in Turkey; unethical behaviors, ethical dilemmas, problems, and solutions in school and education; morality/ethics education and ethics committees in school; the school principal and teacher as moral/ethical leaders.

Digital Content Development in Education (2-0-2-3)

General overview of content development in digital environments, visuals in digital content development, animations/effective presentations in digital content development, measurement and evaluation activities in digital content development, collaborative tools in digital content development.

Drama in Education (2-0-2-3)

Fundamental concepts of drama and creative drama (drama, creativity, creative drama, play and theater pedagogy, communication-interaction, role-playing, improvisation, action, dramatic play, children's theater, puppet, pantomime, etc.); stages, dimensions, and elements of creative drama; role-playing and improvisation; history of creative drama; relationship between social events and creative drama; implementation steps of drama in education; resources that can be utilized in drama in education; preparation and implementation of the creative drama lesson plan; the contribution of drama to individual and social development.

Extracurricular Activities in Education (2-0-2-3)

Concepts of formal curriculum and extracurricular activities/hidden curriculum in education; approaches related to the hidden curriculum; cognitive and affective domain learning and the hidden curriculum; the school as a place of ritual; school ceremonies as extracurricular activities in school; the importance and management of social, cultural, sports, and artistic activities in school; the place and importance of the hidden curriculum in values education; extracurricular (commemoration, celebration, meeting, graduation, etc.) activities in terms of values education.

Curriculum Development in Education (2-0-2-3)

Fundamental concepts related to curriculum development; theoretical foundations of curriculum development; types of curricula; philosophical, social, historical, psychological, and economic foundations of curricula; characteristics of curriculum development and curricula; stages of curriculum development; basic elements of the curriculum (aims, content, process, assessment) and the relationships between these elements; classification of aims and their relationship with curriculum elements; approaches to content organization; determination of educational needs; curriculum development process and models; curriculum design approaches; program evaluation models; curriculum literacy; duties and responsibilities of teachers in the development of curricula; characteristics of Ministry of National Education (MEB) curricula; implementation of curricula; new approaches and trends in curriculum development worldwide and in Turkey.

Project Preparation in Education (2-0-2-3)

The concept of project and project types; curricula and project-based learning; project programs in schools (TÜBİTAK, EU, and others); topic selection for the project; literature review; logical framework in the project; planning and management of the project; application of the scientific method in the project; preparing and developing the project report; finalizing the project report; project evaluation and examination of good practices; project presentations, techniques for designing posters and brochures.

Critical and Analytical Thinking (2-0-2-3)

Fundamental concepts and definitions; the brain as the organ of thought, forms of thought and classification of thought; involuntary thought and its characteristics; voluntary thought and its characteristics; methods of voluntary thought; critical and analytical thinking; fundamental characteristics and criteria of critical and analytical thinking, stages of critical and analytical thinking; factors affecting critical and analytical thinking; scope of critical and analytical thinking; critical and analytical reading; critical and analytical listening; critical and analytical writing.

Education of Hospitalized Children (2-0-2-3)

Developmental characteristics, interests, and needs, and psychological states of hospitalized children according to age groups; interaction among hospital staff, the child, and the family; preparatory education for hospitalization, preparation for diagnosis, treatment, and surgery; preparing and implementing activity plans (play, music, art, drama, mathematics, storytelling, etc.) for hospitalized children; interaction between hospital schools and children with terminal illnesses, their families, and staff.

Inclusive Education (2-0-2-3)

Inclusivity and the content of inclusivity; inclusive education: its definition, content, and importance; legal bases of inclusive education; national and international legislation; approaches and standards in inclusive education; teacher roles in inclusive education; inclusive curriculum and materials; attitudes and values in inclusive education; inclusive school and classroom; preparing an action plan for inclusive education; inclusive education practices: characteristics that differentiate students, effective communication, language used, psycho-social support, differentiating instruction and examples, methods and techniques, planning instruction, inclusivity in course materials and selection of inclusive activities; lesson design practices.

Character and Value Education (2-0-2-3)

Concepts such as character, personality/individuality, value, virtue, morality, disposition, temperament, etc.; character development and education; family, environment, and school in character development and education; definition and classification of values; sources of values and their individual, social, cultural, religious, and moral foundations; approaches and practices in character and values education; cross-cultural differentiation and the culture of co-existence in character and values education; character and values education in terms of educational philosophy and goals; instructional methods and techniques in character/values education; the crisis of values and education in modern and multicultural societies; values education in the process of human-cultural development; examples related to values education from Turkish education and culture history, values education practices and research in Turkey; the teacher as a role model in character and values education.

Microteaching (2-0-2-3)

Fundamental concepts and principles related to effective teaching and learning; teachers' professional competence, attitudes, roles, and behaviors; lesson plan preparation; scope, benefits, and limitations of the microteaching method; preparing active learning activities appropriate for the subject; conducting sample lesson presentations in the classroom; video recording of lesson presentations; evaluating the lesson using the recordings; improving the prepared activities and lesson presentations.

Museum Education (2-0-2-3)

The definition and characteristics of the museum, exhibition in museums; museum and museum education; types of museums; the development of Turkish museology; a general overview of the history of museology in the world; the relationship between museum, art, culture, and civilization; museum and art education; museum and society; the contribution of museums to historical consciousness; preserving historical artifacts; contemporary museology in the world and in Turkey.

Out-of-School Learning Environments (2-0-2-3)

Concepts of out-of-school education and learning; scope and importance of out-of-school learning; instruction in out-of-school settings; instructional methods, techniques (project-based learning, station technique, etc.), and instructional materials appropriate for out-of-school learning environments; out-of-school learning environments (museums, science centers, zoos, botanical gardens, planetariums, industrial organizations, national parks, science festivals, science camps, natural environments, etc.); development of out-of-school learning areas and environments; planning, implementation, and evaluation of out-of-school learning activities.

Learning Disability (2-0-2-3)

Definition, characteristics, and classification of learning disability: Educational, psychological, and medical factors; prevalence and incidence; causes of learning disability; early intervention; response to intervention model; screening/diagnosis: medical, developmental, and educational screening/diagnosis; academic and non-academic characteristics; team and collaboration; educational settings; evidence-based practices; supporting reading, writing, and mathematics skills; supporting non-academic skills.

Individualizing and Adapting Instruction (2-0-2-3)

The concept of individualization and its importance in education; requirements for individualization: curriculum-based assessment, rough assessment, preparing criterion-referenced measurement tools, rules to be followed in assessment; determining long-term and short-term instructional goals; arrangements that can be made in classrooms and schools for inclusion/integration; adapting instruction; examples of individualization and adaptation in inclusion/integration classrooms.

Sustainable Development and Education (2-0-2-3)

The concept of sustainability and its areas of use; sustainability from the perspectives of social sciences and natural sciences; sustainability in the context of social change; education and sustainability; the future of humanity and sustainability; migration, poverty, and inequality; sustainable environment; ecology, global environmental problems, and sustainability; sustainable society in harmony with nature; population, economic system, and natural environment; technological developments, consumption habits, and the environment; social responsibility studies, sustainability in terms of tangible and intangible cultural heritage; rethinking human-nature relations on the axis of sustainability.

History of Turkish Education (2-0-2-3)

The subject matter, method, and sources of Turkish educational history; education in the first Turkic states; education in the first Muslim Turkic states; education in the Anatolian Seljuks and Anatolian Principalities; education in the Ottoman Empire: The education system until the first modernization movements; education in Turkic states outside the Ottoman geography in the 13th-18th centuries; modernization movements in education in the Ottoman Empire until the Tanzimat period; the establishment of the modern education system from Tanzimat to the Republic; reorganization of traditional education; education in other Turkic states and communities in Eurasia in the 19th-20th centuries; education during the National Struggle period; education in the Republic of Turkey: Foundations, structure, establishment, and development of the Turkish education system; the process of teacher training from its beginning to the present; education in the Turkic world in the 21st century; common goals, unity of language and alphabet, common history writing studies.

Adult Education and Lifelong Learning (2-0-2-3)

Definition and scope of adult education; concepts related to adult education (continuing education, public education, non-formal education, vocational training, etc.); historical development of adult education in Turkey; approaches and models related to adult education; adults and learning; the aim, scope, and historical development of lifelong learning; lifelong learning practices in the Turkish education system.

ELECTIVE COURSES (T-U-K-A)

GENERAL CULTURE ELECTIVE COURSES (2-0-2-3)

- Addiction and Combating Addiction
- Nutrition and Health
- History and Philosophy of Science
- Science and Research Ethics
- Children's Rights and Protection
- World Musics
- Economy and Entrepreneurship
- Traditional Turkish Handicrafts
- Semiotics
- Human Relations and Communication
- Use of Internet Technologies
- Culture and Language
- Applications of Mathematics
- Media Literacy
- Art and Aesthetics
- Sound Recording Methods
- Basic Information Technologies
- Basic English
- Turkish Folk Dances
- Turkish Sign Language
- Turkish Cultural Geography
- Turkish Cultural History
- Turkish Music
- Turkish Art History
- History of Civilization
- Three-Dimensional Design (3D Design)
- Geography of Countries

COURSE DESCRIPTIONS OF GENERAL CULTURE

Addiction and Combating Addiction (2-0-2-3)

Fundamental concepts and definitions; types of addiction (substance addiction, technology addiction, etc.); causes of addiction; risk factors in the context of family, peer group, and society that prepare a person for the process of substance addiction; communication skills in addicted children, adolescents, and adults; the role of social work in addiction; models related to addiction; efforts to prevent addiction; consequences of addiction; national policies and strategic methods in combating addiction; the reintegration process.

Nutrition and Health (2-0-2-3)

Natural and healthy nutrition; combating obesity; food additives; healthy living and exercise; growth and development; healthy sexual life; combating addiction (tobacco, alcohol, substance addiction, etc.); traffic, disaster, and first aid.

History of Philosophy of Science (2-0-2-3)

Science, philosophy, the scientific method; Ancient Greek, Medieval Europe, Scholastic philosophy and science; science and philosophy in the Islamic cultural geography; science in Mesopotamia; science and philosophy in Renaissance Europe; science and philosophy in the Age of Enlightenment; classification of sciences; relations between science, scientism, ideology, ethics, and religion; science and paradigms; Vienna and Frankfurt schools of thought; critiques of science in the twentieth and twenty-first centuries.

Science and Research Ethics (2-0-2-3)

Science, the nature and development of science, and scientific research; the concept of ethics and ethical theories; research and publication ethics; unethical behaviors and ethical violations in the research process; ethical issues related to authorship and copyright; biased publication, editorship, peer review, and ethics; publication ethics and unethical behaviors in the publication process; legal legislation and boards related to research and publication ethics; procedures to follow in the detection of ethical violations; common research and publication ethics violations and methods aimed at preventing them.

Children's Rights and Protection (2-0-2-3)

Child rights and child protection laws, family and child welfare, child neglect, child abuse, protective measures against child neglect and abuse, rights and protection of children in need of protection, rights and protection of children with special needs, planning cooperation regarding child rights and protection, creating projects aimed at protecting child rights.

World Musics (2-0-2-3)

Historical and contemporary music cultures in the world's countries; globally recognized music genres; characteristics of music in various regions of the world and the geographical, cultural, religious, social, economic, and political factors contributing to these characteristics; comparisons of music cultures and traditions worldwide; various societies and their musical traditions.

Economy and Entrepreneurship (2-0-2-3)

Fundamental concepts of economics and economic systems; fundamental concepts of business and business management; establishment, aims, and legal structure of a business; management processes and functions in businesses; management of human resources and other resources; concepts of entrepreneur and entrepreneurship, success factors in entrepreneurship; entrepreneurial culture, the entrepreneurship process, and types of entrepreneurship; career planning, unique ideas, extraordinary examples; Turkish Patent and Trademark Office; Industrial Property Law; small and medium-sized enterprises (SMEs); management processes and functions in small businesses; developing a business idea, novelty and innovation, making a business plan, elements of the business plan, its writing and presentation; preparing a project related to entrepreneurship in a specific field and subject.

Traditional Turkish Handicrafts (2-0-2-3)

Terms and concepts related to traditional Turkish arts; the importance of traditional Turkish arts; their contributions to the individual, society, and the national economy; historical development of traditional Turkish arts (Huns, Göktürks, Uyghurs, Seljuks, Principalities, and Ottoman periods); the Ahi and Guild Organizations; institutions and organizations related to Turkish arts in the Republican era; classification of traditional arts according to raw materials and production techniques; traditional weaving (carpets-kilims, fabrics, etc.), printing, knitting, felt, glass (stained glass, glassware, beads, etc.) arts; metal (iron, copper, silver, and gold, etc.) arts; wood (kandekari, carving, and mother-of-pearl inlay) arts; tile-ceramic and stone carving arts; education, production, and marketing of traditional Turkish arts.

Semiotics (2-0-2-3)

Fundamental concepts of linguistics and semiotics (the science of signs), the relationship between semiotics and communication, types of signs, contemporary semioticians and semiotic theories, characteristics of establishing correct communication skills.

Human Relations and Communication (2-0-2-3)

Definition and classification of interpersonal relations; theoretical approaches related to human relations (psychoanalytic, attachment, contemporary theories); theoretical approaches related to interpersonal relations (social, psychological, cognitive theories); interpersonal relations as a developmental process (infancy and childhood periods, adolescence and adulthood periods); factors influencing interpersonal relations; gender, gender roles, and interpersonal relations; self-adjustment and self-disclosure in interpersonal relations; communication and communication errors; effective communication skills; interpersonal problems, conflict, and conflict resolution approaches; human relations from the perspective of cross-cultural differentiation.

Use of Internet Technologies (2-0-2-3)

Internet and Web technologies; historical development of distance learning; online and blended learning models; classification of Web technologies; characteristics and use of Web 2.0 tools; advantages and disadvantages of Web 2.0 tools; characteristics of Web 3.0 tools; advantages and disadvantages of Web 3.0 tools; designing and producing instructional content with Web tools; evaluation of instructional content developed with Web tools. Measurement and evaluation with Web tools.

Culture and Language (2-0-2-3)

Fundamental concepts related to language and culture; sources and elements of culture; oral and written culture; tangible and intangible culture; culture from individual and social perspectives; culture as unifying and differentiating; enculturation, acculturation, cultural diffusion, and adaptation; culture from cognitive, symbolic, and structural-functional perspectives; language as a system of symbols; language and language acquisition from an individual perspective; the effect of language on human consciousness; the relationship among culture, language, cognition, and reality; the function of language in carrying knowledge and culture, and establishing social relations and communication; development and transmission of language and culture; national identity and language; dynamics of changes in culture and language; discussions on the mutual interaction of changes in culture and language; national cultures; globalization, multilingualism, and multiculturalism.

Applications of Mathematics (2-0-2-3)

Basic Mathematical Concepts, Natural Numbers, Division, Divisibility Rules, Prime Factorization, Rational Numbers, Decimal Numbers, Simple Inequalities, Absolute Value, Exponential Numbers, Radical Numbers, Factoring (Factorization), Ratio – Proportion, Equation Solving, Number Problems, Fraction Problems, Age Problems, Work-Pool Problems, Motion Problems, Percentage Profit-Loss, Interest Problems, Mixture Problems.

Media Literacy (2-0-2-3)

Information literacy; conscious use of the internet and social media; effects of social media on individuals; power of information dissemination and deception; power of news dissemination; media and perception management; legal rights and responsibilities regarding media and the internet; copyright; personal rights; information privacy; privacy violation; language use in media; news value and quality analysis; popular culture; gender roles in media; consumer culture and advertisements; stereotyping in media.

Art and Aesthetics (2-0-2-3)

Art, fine arts, craft, and culture; art and education; art, creativity, and the work of art; philosophy of art and aesthetics; art and aesthetic theories; art criticism; art history, art in pre-modern, modern, and post-modern periods; art and social context; art and daily life; Turkish-Islamic art-aesthetics and works of art; the position of art and the craftsperson in the process of social change; development of art in Turkey; contemporary understandings of art; civilization building and art; art, aesthetics, and morality.

Sound Recording Methods (2-0-2-3)

Understanding the nature of sound, sound propagation and acoustics, correct microphone placement, recording tools, understanding the format of audio files, pre-recording necessities, sound recording in different environments ranging from simple structures to studios, microphones and their characteristics, recording software, sound recording and mic-ing techniques.

Basic Information Technologies (2-0-2-3)

Information technologies and computational thinking; problem-solving concepts and approaches; algorithms and flowcharts; computer systems; fundamental concepts related to software and hardware; basics of operating systems, current operating systems; file management; utility programs (third-party software); word processing programs; spreadsheet/calculation/graphing programs; presentation programs; desktop publishing; database management systems; web design; use of the internet in education; communication and collaboration technologies; safe internet use; information ethics and copyrights; effects of computers and the internet on children/adolescents.

Basic English (2-0-2-3)

Basic English reading-writing-listening skills; fundamental concepts related to child development and stages; fundamental concepts related to basic education and secondary education; fundamental concepts related to educational sciences; dialogue examples between student-parent-teacher; techniques for listening to and comprehending academic texts (youtube, teachertube, tedx talks, etc.); verbal skills for professional development purposes (vocabulary, idioms, etc.); writing skills (writing petitions, preparing reports, creating CVs, writing short messages, setting lesson objectives, etc.); reading skills (reading written texts using web 2.0 tools, etc.); translation studies in the relevant teaching field.

Turkish Folk Dances (2-0-2-3)

Definition of folklore; rhythm and perception studies, studies on play and folk dance figures; regional differences in folk dances, figure studies, learning regional figures of the Bar type, learning regional figures of the Halay and Kaşık (Spoon) types, learning regional figures of the Horon and Karşılama (Greeting) types, learning regional figures of the Zeybek type; studies on the attitude and playing styles of the learned dances; staging of folk dances, types and differences of staging.

Turkish Sign Language (2-0-2-3)

Fundamental concepts related to sign language; Turkish Sign Language, its history and characteristics; letters in Turkish Sign Language; phonology; the internal structure of the sign, simultaneity and sequencing; the manual alphabet in terms of phonology; morphology in sign language, the construction and formation of the sign; word classes and pronouns; syntax in sign language; word order, sentence types; question sentences; semantics in sign language; meaning and reference, types of meaning, idioms; conversational practice using Turkish Sign Language.

Turkish Cultural Geography (2-0-2-3)

Culture, human, and society; Turkish culture and Turkish civilization; the first ethnographic sources about the Turks; Turkic states in history; state, administrative, military, and social structure among the Turks; folk beliefs and mythology among the Turks; the relationship between human and space among the Turks; oral, written, and tangible culture among the Turks; family structure among the Turks; demographic and cultural consequences of migrations experienced in Turkish history; areas of spread of Turkish culture and its influence on neighboring geographies; tangible and intangible cultural heritage possessed by Turkey; transmission of natural and cultural heritage to future generations.

Turkish Cultural History (2-0-2-3)

The migration of Turks from their Central Asian homeland, pre-Islamic Turkish history and culture; examination of examples from the cultural heritage. The adoption of Islam by the Turks and the examination of cultural assets after Islam.

Turkish Music (2-0-2-3)

Musical elements belonging to Turkic communities living in Central Asia and Anatolia, Turkish mythology (human, creation, religious rituals, and holidays, etc.), mythological elements in the Turkish Folk Music repertoire, music genres existing in Turkic States and Communities, the development of Turkish Folk Music and Turkish Art Music throughout the historical process; the mutual interaction of different musical traditions and styles; examination along with their instruments, composers, performers, and sample works.

Turkish Art History (2-0-2-3)

Art styles from the Hun Art period up to the Göktürk, Uyghur, Karakhanid, Ghaznavid, Great Seljuk, Anatolian Seljuk, Beyliks, and Ottoman periods, and comparative examination of architecture, sculpture, and painting examples belonging to these periods; Turkish artworks and artists from the Republican Era Art to the present day.

History of Civilization (2-0-2-3)

Introduction of the concept of civilization and fundamental concepts related to this concept, the physical and cultural changes humanity has undergone in prehistoric and historical eras, and the effects of this change process on the present day. Examination of the civilizations that humanity has created from the past to the present, including Mediterranean, Mesopotamian, Egyptian, Far Eastern, Indian, Central American (Aztec-Inca Civilizations), Central Asian Steppe Civilizations, and Western Civilization (Europe, America).

3D Design (2-0-2-3)

The ability to think and see in three dimensions, three-dimensional arrangements using the possibilities of clay or other materials, artistic forms, abstract thinking and problem-solving ability, three-dimensional Design, morphology (form knowledge), artistic expression, elements of three-dimensional design.

Geography of Countries (2-0-2-3)

General outline examination of the physical (landforms, climate, vegetation, hydrography, and soil characteristics), human (population and settlement characteristics), and economic geography features (agriculture, industry, mining, trade, tourism, etc.) of the continents of Asia, Europe, North America, South America, Oceania, and Africa; examination of the general geographical characteristics of some countries (such as Germany, the Russian Federation, the United States of America, Brazil, Australia, Azerbaijan, and the Republic of South Africa) located on these continents that have high economic power and maintain economic, political, and cultural relations with Turkey; the continent of Antarctica.

ELECTIVE COURSES (T-U-K-A)

FIELD EDUCATION ELECTIVE COURSES (2-0-2-4)

- Disasters and Disaster Management
- Child Mental Health
- Early Childhood Education
- Traditional Children's Games
- Analysis of Primary School Textbooks
- Primary School Curricula
- Human Rights and Democracy Education
- Inclusive Language Teaching

- Comparative Education
- Children at Risk and Their Education
- Health and Traffic Safety
- Assessment of In-Class Learning
- Social Skill Instruction
- STEM Education and Applications
- Children and Education in Turkish Culture

FIELD EDUCATION ELECTIVE COURSES

Disasters and Disaster Management (2-0-2-4)

Concepts of disaster and risk; disaster, risk, and harm reduction; disaster education and its importance; disaster preparedness, disaster response, disaster recovery; natural and human-induced disasters; the effects of disasters on sustainable development; climate change and meteorological disasters; disaster harm reduction efforts in Turkey and the world; earthquake regulation, effectiveness in disaster management; disaster management cycle, disaster terminology; coordination in disaster management, emergency and disaster coordination centers; ethical values in disaster management, project presentations.

Child Mental Health (2-0-2-4)

Definition and importance of mental health; historical development of mental health; theories related to mental health; characteristics of mentally healthy and unhealthy individuals; diagnosis and treatment of behavior and adjustment problems observed in children [stuttering, mutism (inability to speak), enuresis (bedwetting), encopresis (fecal incontinence), thumb-sucking, nail-biting, aggression, jealousy, tics, stubbornness, sleep disorders, eating habit disorders, fear, attention deficit and hyperactivity, school phobia, stealing, lying]; effects of special situations within the family (divorce, step-parents, death of a parent, etc.) on the child's mental health.

Early Childhood Education (2-0-2-4)

Definition and principles of early childhood; core views and historical development in early childhood education; early childhood education in Turkey and the world; children's developmental characteristics and needs; characteristics of the preschool teacher, types of preschool education institutions (kindergarten, nursery, etc.), physical, social, and educational environment characteristics; the role and importance of the family in early childhood education.

Traditional Children's Games (2-0-2-4)

Traditional children's games in folklore, the educational and cultural value of these games, recalling and transferring forgotten or nearly forgotten children's games in Turkish culture to new generations; the definition, importance, and rules of these games, traditional children's games played with adults and groups; the effect of traditional games on children's developmental domains; planning and implementation of these games.

Analysis of Primary School Textbooks (2-0-2-4)

Textbook, reading to learn, examination of activities in primary school textbooks, pictures and figures in textbooks, structural/formal examination of textbooks, expression and writing rules, compliance with the constitution, reading and comprehension activities, from exercises to activities, children's reading interest and book selection, children's book approaches.

Primary School Curricula (2-0-2-4)

Fundamental concepts related to educational curricula; elements, aims (behavioral objectives, outcomes), and domains of primary school curricula; philosophical, historical, psychological, and social foundations of primary school curricula will be covered.

Human Rights and Democracy Education (2-0-2-4)

The concept and historical development of human rights; types of human rights; understandings, principles, and approaches of democracy and human rights; democracy education and democratic education; family and democracy education; education as a human right; preschool education and democracy education; primary school curriculum and democracy education; democracy education in secondary education; higher education and democracy education; democratic school and classroom environment.

Inclusive Language Teaching (2-0-2-4)

This course focuses on preparing and implementing enriched language instruction activities aimed at developing the language skills of students who, despite having no identifiable mental or physical disabilities, have not acquired reading, writing, speaking, listening, and visual literacy skills appropriate for their level; it emphasizes techniques, methods, and activities related to how to teach reading and writing to children whose native language is different; it addresses how to provide instruction to students from different socio-economic backgrounds who came to school with varying levels of prior knowledge and therefore have difficulty acquiring and using language skills, as well as students who, due to various reasons in the school and home environment (teacher change, failure to adjust, inadequate home conditions, domestic violence and conflict, etc.), cannot acquire and use language skills at a sufficient level; and the instruction of Turkish as a foreign/second language to children arriving through migration, and the approaches, methods, techniques, and applications used in the instruction process.

Comparative Education (2-0-2-4)

Definition of comparative education and its relationship with other branches of educational science, the stages that comparative science has gone through, major problems in comparative education, comparative education studies in Turkey, and examples from different education systems.

Children at Risk and Their Education (2-0-2-4)

Risk factors and their effects, groups of children created by risk factors; children living and working on the streets, children working in various sectors, children from broken families, children in need of protection, children prone to crime, children who are neglected and abused, developmentally at-risk children, characteristics of children living in unfavorable environmental conditions, critical elements in their education, measures that can be taken, projects implemented in Turkey and other countries for the education of children at risk.

Health and Traffic Safety (2-0-2-4)

The concept of health, harmful habits and substance use, the importance and aims of first aid, assessment of the condition of the patient and the injured, what to do in cases of airway obstruction, bleeding, and shock. Attitudes and behaviors to be exhibited in traffic, rules to be followed in public transport and school buses, traffic signs and signboards, rules to be followed on highways, right of way and superiority in traffic, the importance of traffic education, traffic accidents and their causes, the importance of traffic and environmental education.

Assessment of In-Class Learning (2-0-2-4)

Measurement tools and their characteristics used in education; tools based on traditional approaches: written exams, short-answer exams, true-false type tests, multiple-choice tests, binary tests, oral exams; tools for the comprehensive recognition of students: observation, interview, performance assessment, student product file (portfolio), research papers, research projects, peer assessment, self-assessment, attitude scales; points to consider in assessing student achievement; evaluation and grading of learning outcomes.

Social Skill Introduction (2-0-2-4)

Definition of the social skill concept, its dimensions, and the relationship between dimensions; selection of methods and techniques for teaching social skills to students and generalizing these skills; selection of target skills; skill analysis, modeling for the child, role-playing and rehearsing the skill with children; having children repeat the skill; evaluating children's performance; generalizing social skills and examining primary school curricula; determining skills in the lessons and sample activity applications.

STEM Education and Applications (2-0-2-4)

Definition of the STEM education approach, its history, STEM education practices in Turkey, STEM education practices in the world; projects carried out related to STEM education; national and international reports related to STEM education; STEM education in primary school curricula; instructional materials used in STEM education activities; integration of STEM education into curriculum outcomes; measurement and evaluation in STEM education.

Children and Education in Turkish Culture (2-0-2-4)

The definition of culture; the relationship between education and culture; the place of culture in child development and education; the development and characteristics of Turkish culture; the child in Turkish culture; the place and value of the child in Turkish society and family, child education in Turkish culture from past to present, its characteristics and elements will be covered.