

## Course Title : Planning and Evaluation I (Preschool Education)

Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab (hours/week)	Credits	ECTS
PRD 223	B	3	3	0	0	3.00	5
<b>Lecturer and Office Hours</b>			Majlinda Lika, PhD				
<b>Teaching Assistant and Office Hours</b>							
<b>Language</b>			English, Turkish				
<b>Course Level</b>			Bachelor				
<b>Description</b>							
<b>Objectives</b>							

## Course Outline

Week	Topics
<b>1</b>	Introduction to planning and assessment • Introduction to the course • Introduction to course syllabus • course requirement and expectations
<b>2</b>	Primary school curriculum. Aims, principles and features.
<b>3</b>	Writing educational objectives in a lesson plan. Writing effective learning outcomes and objectives. Objective designs versus learning outcomes
<b>4</b>	Evaluation of the structure and design of a school report. Planning and developing a school annual plan.
<b>5</b>	Blooms taxonomy. Planning and evaluation of an annual teaching plan.
<b>6</b>	Module planning and evaluation. Criteria and stages of module planning
<b>7</b>	Designing a lesson plan. Evaluation of the techniques, strategies used compared to the objectives.
<b>8</b>	Mid term exam
<b>9</b>	Project based learning. Designing and evaluating a curricular and cross-curricular project.
<b>10</b>	Planning and developing individualized education plans based on learning characteristics of students with severe disabilities, according to their level and needs.
<b>11</b>	Planning and evaluation of an educative plan.
<b>12</b>	How to design a test?
<b>13</b>	Assessment for learning
<b>14</b>	Assessment of learning
<b>15</b>	Assessment as learning
<b>16</b>	Final Exam

<b>Prerequisites</b>	
<b>Textbook</b>	• Banks, Steven R. Classroom assessment. Issues and practices. Pearsons Education (2005).
<b>Other References</b>	• NCCA, (1999) Primary school curriculum. Introduction Dublin • Manitoba Education, Citizenship and youth. (2006) Rethinking classroom assessment with a purpose in mind.
<b>Laboratory Work</b>	
<b>Computer Usage</b>	
<b>Other</b>	

## Learning Outcomes and Competences

<b>1</b>	Explain/define basic terminology and concepts relative to the curriculum design, instructional planning and the assessment of student learning.
<b>2</b>	Develop planning and evaluation as core competencies for educational practice.
<b>3</b>	Describe and evaluate to the major activities and processes involved in planning and evaluation
<b>4</b>	Demonstrate the ability to develop, implement, and constructively evaluate a school improvement plan /an annual teaching plan/a lesson plan/ a curricular project/ a module/ an Individualized Education Plan/ an educative plan and tests.
<b>5</b>	Comprehend the relationship between planning and evaluation.

### Course Evaluation Methods

In-term studies	Quantity	Percentage
Midterms	1	35
Quizzes	0	0
Projects	1	10
Term Projects	1	10
Laboratory	0	0
Attendance	1	10
<b>Contribution of in-term studies to overall grade</b>		<b>65</b>
<b>Contribution of final examination to overall grade</b>		<b>35</b>
<b>Total</b>		<b>100</b>

### ECTS (Allocated Based on Student) Workload

Activities	Quantity	Duration (hours)	Total Workload (hours)
Course Duration (Including the exam week : 16 x Total course hours)	16	3	48
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Assignments	2	7	14
Midterms	1	6	6
Final examination	1	8	8
Other	0	0	0
<b>Total Work Load</b>			<b>118</b>
<b>Total Work Load / 25 (hours)</b>			<b>4,72</b>
<b>ECTS</b>			<b>5</b>