

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 |
| Lecturer and Office Hours | | | Tidita Abdurrahmani, Prof. Assoc. Dr. | | | | |
| Teaching Assistant and Office Hours | | | | | | | |
| Language | | | English, Turkish | | | | |
| Course Level | | | Bachelor | | | | |
| Description | | | <p>The course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and while learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored. The academic content of the course addresses theory, provides illustrations of appropriate practice for prospective teachers and discusses current trends for experienced preschool teachers. The course approaches assessment as an integral part of the teaching and learning process. Key components of the assessment system addressed in the course include cultural sensitivity, parent collaboration, and adopting a vision of inclusionary practice in all early childhood environments-child care and school. Topics such as standard-based and outcome-based teaching, high stakes testing, coping with legislative demands as well as relevant incorporation of technology in the assessment process, are addressed.</p> | | | | |
| Objectives | | | <p>By the end of the course students will be able to :</p> <ul style="list-style-type: none"> • critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.. • describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics. • demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development. • assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies. • embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children. • critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings. | | | | |

Course Outline

| Week | Topics |
|-----------|---|
| 1 | Introduction to assessment • Introduction to the course • Introduction to course syllabus • Student advising about the requirements of the course |
| 2 | A comprehensive assessment system for birth through preschool |
| 3 | Developing family partnerships in assessment |
| 4 | Observation as the key method in the system |
| 5 | Using basic concepts of measurement |
| 6 | Testing, • Choosing the right measure |
| 7 | Using alternative assessment strategies • Record keeping, reporting and collaborating with families and others |
| 8 | Mid term exam |
| 9 | Building a child study |
| 10 | Special issues in infant and toddler assessment |

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|--|--|-------------------------|-------------------------------|
| 11 | Issues in preschool assessment | | |
| 12 | Assessing teaching level • Informal evaluation • Learner outcomes • Using national standards to develop checklists • Inclusion of children with disabilities in assessment | | |
| 13 | Involving children in portfolio data collection | | |
| 14 | Standards-based teaching | | |
| 15 | Achievement testing | | |
| 16 | Final Exam | | |
| Prerequisites | | | |
| Textbook | | | |
| • Wortham, Sue C. Assessment in Early Childhood Education (4th Edition)Prentice Hall 2004 Richmond TX USA | | | |
| Other References | | | |
| • Mindes, Gayle.(2007)ASSESSING YOUNG CHILDREN , 3rd edition, Pearson Merrill Prentice Hall • Atılgan, H., Kan, A ve Doğan, N. (2007), Measurement and Assessment in Education, Second Edt.. Ankara: Anı Kutlu, Ö., D. Doğan ve İ. Karakaya. (2008), Assessing Student Success. Ankara, Pegem Akademi | | | |
| Laboratory Work | | | |
| Computer Usage | | | |
| Other | | | |
| Learning Outcomes and Competences | | | |
| 1 | critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings. | | |
| 2 | describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics. | | |
| 3 | demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development | | |
| 4 | assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies. | | |
| Course Evaluation Methods | | | |
| In-term studies | | Quantity | Percentage |
| Midterms | | 1 | 25 |
| Quizzes | | 0 | 0 |
| Projects | | 2 | 20 |
| Term Projects | | 0 | 0 |
| Laboratory | | 0 | 0 |
| Attendance | | 1 | 10 |
| Contribution of in-term studies to overall grade | | | 55 |
| Contribution of final examination to overall grade | | | 45 |
| Total | | | 100 |
| 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 |

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| Assignments | 2 | 7 | 14 |
| Midterms | 1 | 6 | 6 |
| Final examination | 1 | 8 | 8 |
| Other | 0 | 0 | 0 |
| Total Work Load | | | 118 |
| Total Work Load / 25 (hours) | | | 4,72 |
| ECTS | | | 5 |