

SPECIAL TEACHING METHODS II

1	Course Title:	SPECIAL TEACHING METHODS II
2	Course Code:	EBB3004
3	Type of Course:	Compulsory
4	Level of Course:	First Cycle
5	Year of Study:	3
6	Semester:	6
7	ECTS Credits Allocated:	5.00
8	Theoretical (hour/week):	2.00
9	Practice (hour/week):	2.00
10	Laboratory (hour/week):	0
11	Prerequisites:	-
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Doç.Dr. GONCA ERİM
15	Course Lecturers:	Öğr.Gör. Aysun YÜREKTEN
16	Contact information of the Course Coordinator:	goncae@uludag.edu.tr, +90 224 29 42575 Uludağ Üniversitesi Eğitim Fakültesi Güzel Sanatlar Eğitimi Bölümü Resim-İş Eğitimi Anabilim Dalı Görükle Kampüsü 16059 Görükle/Bursa TÜRKİYE
17	Website:	
18	Objective of the Course:	This course aims to acquaint to combines the knowledge and experience related to art education with the subject areas; criticism, aesthetics, art history and the application. This aim is included art education and teaching practices knowledge consolidates.
19	Contribution of the Course to Professional Development:	
20	Learning Outcomes:	
	1	Students are expected to be able to understand and explain the modern instruction techniques used in Arts Education
	2	To be able to use critique, aesthetics, art history and application in an arts education unit in a continuous and sequential fashion
	3	To be able to compare artistic forms, values of and the role of arts in one's culture with those in other cultures
	4	To be able to design materials such as art history timeline, drama activities, fictionalization and art games strategies for different methods of teaching
	5	To be able to create evaluation criteria in order to create knowledge and product
	6	To be able to use institutions like galleries and museums, which protect and present art works, as course material
	7	To be able to work as a team with other people and institutions in vocational matters
	8	To be able to use present one's teaching knowledge in a detailed report
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21	Course Content:			
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Week	Theoretical	Practice		
1	-Inform students about course objective, course content and learning outcomes, -Explain the method of arranging and preparing of process folders, -Unit 3.1. "What are the modern methods in arts education?" Administer pre-test, -Discuss the generally acceptable teaching methods in the context of student-centered instruction	Activity: Students will prepare a text about the presentation of vocations. For the text, each student will need to present and explain the education he has received in the main arts department, main features of his vocation and modern arts education. The speech time for each text will be around 15-20 minutes. The speech text will be written in a scientific manner and include an introduction, body parts and conclusion.		
2	-Unit 3.1. "What are the modern methods in arts education?" -Discuss the questionable applications among methodology and methods -Analyze the instruction methods used in four art fields, explain four art fields and five instruction stages -Instruct students in general instruction methods, pre-evaluation, methods of using exhibitions and helping students assume the role of artists, -Discuss and explain methods pertaining to class preparation, motivation, course summary and evaluation	Activity: Discuss the research of the previous week and provide feedback. Presenting the term project: Each student will arrange the application stages prepared in the context of unit plans into an index. The stages, 6 at minimum and 10 at maximum, should facilitate instruction and thus include photos and explanations. The dimensions of the index should be 50 to 70 cm. Sample template will be provided to the students. This study will be turned in during the day and time of the course final.		
Activites		Number	Duration (hour)	Total Work Load (hour)
Theoretical	Students become adept at researching in the four fields,	14	2.00	28.00
Practicals/Labs		14	2.00	28.00
Self study and preperation		1	4.00	4.00
Homeworks		2	19.00	38.00
Projects	Intercultural education: Administer pre-test, Compare and contrast values of different	1	10.00	10.00
Field Studies		0	0.00	0.00
Midterm exams	Discuss the following questions after choosing an artwork belonging to a different	1	7.00	7.00
Others		5	5.00	25.00
Final Exams	an art form: "What are the expectations of the artist?" "What are the roles assumed by	1	10.00	10.00
Total Work Load				150.00
Total work load 30 h				5.00
ECTS Credit of the Course				5.00
role of the arts in society in order to become familiar with our own culture		Fourth Page: An insignia unique to each student, created through combining characteristics of the student and the region from which the student comes. As an example, the insignia could combine the student's initials with a regional artwork.) This insignia should be followed by a short text on the student's perspective on his future (could be a poem, a proverb, etc.)		

4	<p>-Unit 3.2. What is multicultural and intercultural education?</p> <p>-Explain how multicultural and intercultural education should be defined and how four art fields should be combined in the context of intercultural education</p> <p>-Explain opposite cultural process,</p> <p>-Define and explain intercultural education as a process discovered and shared by students and one which will be used to interpret past and future cultures,</p> <p>-Administer post-test,</p> <p>-Evaluate pre- and post-tests.</p>	<p>Activity: Discuss the research and design work of the previous week and provide feedback.</p>
5	<p>-Unit 3.3. "How should art critique, art history, applied works and aesthetics be combined?"</p> <p>Administer pre-test,</p> <p>-Discuss the activities in which each discipline can be designated as the focus,</p> <p>-Describe and explain the timeline to students,</p> <p>-Provide an example for fictionalization by choosing an example of art form from previous cultures</p>	<p>Check students' progress on their term projects</p> <p>Activity: Create a story line for Osman Hamdi's "Turtle Trainer" at the level of first graders. The story should include explanations on the application methods and technique of the artwork, role of the artwork in art history, aesthetics and art critique. This work should include the picture of the work and be at least 3 and at most five pages. Quotes or references are not allowed.</p>
6	<p>-Unit 3.3. "How should art critique, art history, applied works and aesthetics be combined?"</p> <p>-Discuss and explain how to design, create and present a play as a method of teaching by combining the four fields</p> <p>-Explain and give examples about the drama method: A figurative play with art historical value will be acted out by groups of students in the class.)</p> <p>-Administer post-test,</p> <p>-Evaluate pre- and post-tests.</p>	<p>Activity: Check and feedback given to the writings of the stories in the previous week</p>
7	<p>Midterm: Evaluate students by asking 8-10 close-ended questions based on covered course material.</p>	
8	<p>-Unit 3.4. "What is museum education?"</p> <p>Administer pre-test,</p> <p>-Define "museum" and explain their functions</p> <p>-Answer the question of "What kind of museums are there?" by defining and comparing museums like archaeological museum, museum of ethnography and fine arts museums.</p> <p>-Explain the stages concerning visits to the museum: preparation, relaxation, focusing on the museum, critically examining an artwork in a group, examining the artwork individually with study papers.</p>	<p>Check students' progress on their term projects</p> <p>Activity: Each student will prepare a crossword puzzle about the objects in the Museum of Karagöz. From top to down and from left to right at least 10 questions will be prepared (20 in total) and the puzzle will be supported by pictures if necessary. The puzzle should not be filled out. The answer sheet should be on another page. Photos can be used if necessary.</p>

9	<p>-Unit 3.4. "What is museum education?"</p> <p>-Discuss the meaning of a handicraft or folk art object in the context of historical and social events</p> <p>-Compare and contrasts two folk art objects from two different cultures and discuss these objects in the context of class relations</p> <p>-Provide guidance on how to help primary and secondary school students prepare a guide on a visit to the museum</p> <p>-Administer post-test,</p> <p>-Evaluate pre- and post-tests.</p>	<p>Activity: Discuss the puzzle of the previous week and provide feedback.</p>
10	<p>-Unit 3.5. "What is a syllabus of a broad scope?" Administer pre-test,</p> <p>-Explain how a unit plan should be made, how critique, application, art history and aesthetics should be integrated into the plan, and how activities should be planned in a continuous and sequential fashion,</p> <p>-Explain the primary and secondary education program, goals and concepts in the context of creating a broad unit plan including the four fields,</p> <p>-Show how the unit plan form will be used,</p> <p>-Explain the teaching methods required to be present in unit plans: give lessons, show, ask questions, discuss, small-group work, provide examples, study papers, evaluate during process, applied studies,</p> <p>-Provide examples and explain motivational teaching sources and evaluation processes</p> <p>-Administer post-test,</p> <p>-Evaluate pre- and post-tests.</p>	<p>Check students' progress on their term projects</p> <p>Activity: Each student will prepare a unit plan aimed at student outcomes present in primary and secondary education. These unit plans could potentially be used during students' future posts.</p>
11	<p>-Unit 3.6. "How should we evaluate artistic knowledge?" Administer pre-test,</p> <p>-Present different evaluation methods in arts education like pre-test and post-test,</p> <p>-Explain the differences between evaluation, testing and grading,</p> <p>-Explain evaluative questions for each art field by giving examples</p> <p>-Explain how to create criteria lists for applied works</p>	<p>Check students' progress on their term projects</p> <p>Activity: Instructor will check the unit plan template from the previous week and provide feedback.</p> <p>Activity: There are five types of artistic learning areas. These are Values, Perception, Knowledge, Judgment and Product. 5 questions will be prepared for each area that also correspond to the unit plan prepared for Unit 3.5. Each questions should include a photo at the top of the question. At the bottom of the photos there should be the title of the artwork, name of the artist, the technique, dimensions, date and location of the artwork.</p>
12	<p>-Unit 3.6. "How should we evaluate artistic knowledge?"</p> <p>-Explain qualitative and quantitative testing techniques including process folder,</p> <p>-Explain various functions of evaluation including: diagnosis, review of the education program and comparison,</p> <p>-Explain creating a self-evaluation criteria list for each unit,</p> <p>-Administer post-test,</p> <p>-Evaluate pre- and post-tests.</p>	<p>Check students' progress on their term projects</p> <p>Activity: Discuss the question-preparation of the previous week and provide feedback.</p>

<p>13</p>	<p>-Unit 3.7. "How to prepare observation format for school application?" Administer pre-test, -Instruct students in how to observe an arts course, what to look at for purposes of observation, how to collect and save data in class, how to interview students, and how to analyze the work, -Explain constructive evaluation and constructive criticism, -Describe the activities to be found in folder while applying one's teaching skills, -Activity #1: Describe and explain educational concepts like constructive criticism and its stages, environment, learning environment and planned (sociogram), independent, managed, in-process orientation, dysfunctional teaching methods, color-coding, time management, students' artistic inclinations and learning methods and interpretation -Activity #2: Describe and explain concepts of socio-physical, socio-cultural and visual-physical environments -Activity #3: Explain how to create content for an arts course and how to evaluate the content -Activity #4: Describe and explain teaching concepts like basic knowledge transmission, managed, in-process communicative and dysfunctional methods -Activity #5: Explain and describe the criteria by which primary and secondary school students should evaluate their own work</p>	<p>Check students' progress on their term projects and provide feedback Activity: Students will prepare a self-evaluation report on the folder to be prepared for Special Teaching Methods II. Students should also evaluate the course, indicating the reasons for their evaluation.</p>
<p>14</p>	<p>-Unit 3.7. "How to prepare observation format for school application?" -Activity #6: Describe and explain the artistic inclinations of primary and secondary school students -Activity #7: Describe and explain development stages of primary and secondary school students and discuss their creative behavior -Activity #8: Describe the concept of interpretation and explain how to design and create a title page for a folder -Activity #9: Announce the results of self-evaluation, as well as deep and critical thinking and personal thoughts -Explain how to create a comprehensive vocational folder -Administer post-test, -Evaluate pre- and post-tests.</p>	<p>Check students' progress on their term projects and provide feedback Activity: Discuss the self-evaluation of the previous week and provide feedback.</p>

22	Textbooks, References and/or Other Materials:	ARTUT, Kazım., Sanat Eğitimi., Anı Publishing., Ankara ., 2001 ALAKUŞ, Ali Osman., Levent Mercin., (Editors)., Sanat Eğitimi ve Görsel Sanatlar Öğretimi., Pegem Academy Publishing., Ankara., 2009. BUYURGAN, Serap., Ufuk Buyurgan., Sanat Eğitimi ve Öğretimi., Academy Publishing., Ankara., 2007. ETİKE , Serap., Sanat Eğitimi Yazıları., İlke Book and Publishing., Ankara., 1995. FISCHNER – RATHUS, Lois., Understanding Art., 4. Edition., Prentis Hall, Inc., New Jersey., U.S.A., 1995. KIRIŞOĞLU, Olcay T. (Prof.Dr.), Prof. Dr.Mary STOCKROCKİ, Ortaöğretim Sanat Öğretimi – YÖK – World Bank, Development Project of Public Education., Ankara, 1997. KIRIŞOĞLU, Olcay T., Sanat Kültür Yaratıcılık, Pegem Academy Publishing., Ankara., 2009. KIRIŞOĞLU, Olcay., Sanatta Eğitim., Demircioğlu Press., Ankara., 1991. KURUOĞLU, Nihal., Kaynaştırılmış Sanat Eğitimi Yönteminin İlköğretimde Uygulanması ve Sonuçları., Master of Art Thesis., Ankara Un. Social Sciences Ins. , Ankara., 1997 ÖZSOY, Vedat., Görsel Sanatlar Eğitimi, Resim-İş Eğitiminin Tarihsel ve Düşünsel Temelleri., Gündüz Education and Publication., Ankara., 2003. ÖZSOY, Vedat., Ali Osman Alakuş., Görsel Sanatlar Eğitiminde Özel Öğretim Yöntemleri, Pegem Academy Publishing., Ankara., 2009. ÖZSOY, Vedat. (Editör)., Yöntem ve Teknikleri ile Görsel sanatlar Eğitiminde Uygulamalar., GÖRSED Publishing., Ankara., 2006. RAGANS, Rosalind., Art Talk., Glencoe, McGraw – Hills., California., U.S.A., 1995. SAN, İnci., Sanat Eğitimi Kuramları., Tan Book and Publishing., Ankara, 1983. TÜRKDOĞAN, Galip., Sanat Eğitimi Yöntemleri., Kadioğlu Press., Ankara., 1984. ÜNVER, Erdem., Sanat Eğitimi., Nobel Publishing., Ankara., 2002	
23	Assesment		
TERM LEARNING ACTIVITIES		NUMBE R	WEIGHT
Midterm Exam		1	20.00
Quiz		0	0.00
Home work-project		2	20.00
Final Exam		1	60.00
Total		4	100.00
Contribution of Term (Year) Learning Activities to Success Grade		40.00	
Contribution of Final Exam to Success Grade		60.00	
Total		100.00	
Measurement and Evaluation Techniques Used in the Course			
24	ECTS / WORK LOAD TABLE		

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	2	0	0	5	5	0	3	4	0	1	0	3	4	5	3	3
ÖK2	4	2	0	4	4	0	0	4	0	2	0	5	4	5	5	4
ÖK3	5	2	0	0	1	0	2	3	4	0	2	0	4	2	0	4
ÖK4	0	2	0	5	4	1	0	2	3	0	0	4	2	5	4	1
ÖK5	0	0	0	2	5	0	3	1	0	0	0	3	2	4	5	3
ÖK6	2	0	0	5	3	4	2	4	3	3	5	2	0	3	3	2
ÖK7	2	4	5	0	0	5	3	4	0	5	5	0	0	0	0	0
ÖK8	3	3	3	0	3	4	3	5	0	4	0	0	3	0	2	2
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low			2 low			3 Medium			4 High			5 Very High			