

CLASSROOM MANAGEMET APPROACHES IN PRESCHOOL EDUCATION

1	Course Title:	CLASSROOM MANAGEMET APPROACHES IN PRESCHOOL EDUCATION
2	Course Code:	OKU5117
3	Type of Course:	Optional
4	Level of Course:	Second Cycle
5	Year of Study:	1
6	Semester:	1
7	ECTS Credits Allocated:	3.00
8	Theoretical (hour/week):	2.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Doç. Dr. NALAN KURU
15	Course Lecturers:	Yok
16	Contact information of the Course Coordinator:	nalankuru@uludag.edu.tr Bursa Uludağ Üniversitesi Eğitim Fakültesi Temel Eğitim Bölümü Okul Öncesi Eğitimi Ana Bilim Dalı
17	Website:	
18	Objective of the Course:	In this course, students; knowledge of classroom and management concepts as a learning and teaching environment, understanding classroom management models and the features of these models, understanding classroom teacher-student and student-student communication skills as a preschool teacher, what are the knowledge, skills and equipment required for effective classroom management. It is aimed to enable them to comprehend the basic features of different classroom management approaches and the ones that are suitable for pre-school education.
19	Contribution of the Course to Professional Development:	Students will have the competence to use classroom management approaches that are appropriate for pre-school education. Students can communicate more effectively with his students. They can support students to communicate with each other more effectively by creating an effective and positive climate in the classroom.
20	Learning Outcomes:	
	1	To be able to compare the basic approaches of classroom management and the philosophies on which it is based.
	2	To be able to develop effective strategies to change the misbehavior of preschool children.
	3	To be able to demonstrate effective communication skills among students
	4	To be able to demonstrate effective classroom management skills
	5	Recognizing the importance of rules in the classroom and managing the rule development process
	6	To be able to comprehend different classroom management approaches
	7	To be able to distinguish between different approaches suitable for pre-school period

		8	Ability to use appropriate approaches to motivate children in classroom activities		
		9			
		10			
21	Course Content:				
	Course Content:				
Week	Theoretical		Practice		
1	Content and features of early childhood classroom management				
2	Investigation of the Reactive Model				
3	Examination of the Preventive Model				
4	Examination of the Developmental Model				
5	Examination of the Holistic Model				
6	Examination of Kounin Group Management Model				
7	Behavior Change Model (Skinner)				
8	Confident Behavior Model (Canter)				
9	Intelligent Results Model (Dreikurs)				
10	Investigation of the Analysis of Human Relations (Berne, Harris) Model				
11	Examination of the Ginnot Model				
12	Teacher Effectiveness Training (Gordon)				
Activites			Number	Duration (hour)	Total Work Load (hour)
Theoretical			14	2.00	28.00
22	Textbooks, References and/or Other		Sugai, G. & Horner, R.H. (2002). The evolution of		
Practicals/Labs			0	0.00	0.00
Self study and preperation			supports. Child & Family Behavior Therapy. Eventson.C.S. Weinstein (2006). The Place of classroom management		
Homeworks			1	30.00	30.00
Projects			0	0.00	0.00
Field Studies			0	0.00	0.00
Midterm exams			0	0.00	0.00
Others			0	0.00	0.00
Final Exams			1	32.00	32.00
Total Work Load					90.00
Total work load/ 30 hr					3.00
ECTS Credit of the Course					3.00
TERM LEARNING ACTIVITIES		NUMBER	WEIGHT		
Midterm Exam		0	0.00		
Quiz		0	0.00		
Home work-project		1	40.00		
Final Exam		1	60.00		
Total		2	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		

24	ECTS / WORK LOAD TABLE
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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	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
ÖK2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
ÖK3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
ÖK4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
ÖK5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
ÖK6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
ÖK7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
ÖK8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low			2 low			3 Medium			4 High			5 Very High			