

PROJECT BASED COUNTRY INFORMATION TRANSFER

1	Course Title:	PROJECT BASED COUNTRY INFORMATION TRANSFER
2	Course Code:	ALM6106
3	Type of Course:	Optional
4	Level of Course:	Third Cycle
5	Year of Study:	1
6	Semester:	2
7	ECTS Credits Allocated:	4.00
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:	Prof. Dr. YUNUS ALYAZ
15	Course Lecturers:	Prof. Dr. Yunus Alyaz
16	Contact information of the Course Coordinator:	Prof. Dr. Yunus Alyaz Uludağ Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü Alman Dili Eğitimi Anabilim Dalı Görükle Kampüsü 16059 Bursa/Türkiye E-Posta: alyaz@uludag.edu.tr Telefon:+90 224 294 22 76
17	Website:	
18	Objective of the Course:	The aim of this course is to teach the process of project preparation in the field of education and to acquire relevant skills, to inform the student about the country in which the language to be taught, and to understand that this information is open to life-long updating, and to apply different cultural issues with project studies in order to help develop cultural awareness and sensitivity.
19	Contribution of the Course to Professional Development:	It prepares an important basis for the thesis work and future studies of the student who completes the course and contributes to the studies he will do in his professional life.
20	Learning Outcomes:	
	1	The student develops the project idea and the project plan accordingly.
	2	Deepens their knowledge about the historical, social, political and cultural life of the German speaking countries.
	3	Projects the subjects of national knowledge that should be taught in teaching German as a foreign language.
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21	Course Content:	

	Course Content:		
Week	Theoretical	Practice	
1	On the history of project teaching		
2	Project-oriented learning		
3	Components of the project method		
4	Phases of project work		
5	Projects in German foreign language courses - practical examples		
6	Regional studies in DaF lessons		
7	Regional studies approaches in GFL lessons		
8	Project-oriented regional studies in GFL lessons		
9	Types of regional study projects		
10	Elaboration of own regional studies projects		
11	Elaboration of own regional studies projects		
12	Presentation of the own regional studies projects		
13	Presentation of the own regional studies projects		
14	Discussion		
22	Textbooks, References and/or Other Materials:	Bliesener, U. (2002). Vom interkulturellen Lernen spricht jeder, aber wie genau geht das im Unterricht? C	
Activites		Number	Duration (hour)
			Total Work Load (hour)
Theoretical	Rheinisch-Westfälischen Technischen Hochschule am 13. August 2001 in Aachen (S. 13–40). Bonn: Romanischer	14	28.00
Practicals/Labs		0	0.00
Self study and preperation	Bredella, E. & Bredella, W. (1999). Einleitung: Was ist interkultureller Fremdsprachenunterricht? L. Bredella & W.	14	28.00
Homeworks		0	0.00
Projects	Elminger, Hans: Eine Europäische Modellprogramm für interkulturelles Lernen in der Lehreraus- und -fortbildung	0	0.00
Field Studies		0	0.00
Midterm exams	Elidem, M. (2002). Projektanlı öğrenme. Hacettepe	5	5.00
Others		0	0.00
Final Exams	Iden, Quellen, Methoden und Aktivitäten für die Informelle	10	10.00
Total Work Load			118.00
Total work load/ 30 hr		Hall, E. T. & Hall, M. R. (1984). Verborgene Signale.	3.93
ECTS Credit of the Course			4.00
		Hamburg: Stern. Hall, E. T. (1983). The Dance of Life: The Other Dimensions of Time. Garden City, New York: Anchor Press/Doubleday. Hall, E. T. (1990). Understanding Cultural Differences. Yarmouth, Maine: Intercultural Press. Hofstede, G. (1986). Cultural Differences in Teaching and Learning. International Journal of Intercultural Relations, 10, 301–320. Hofstede, G. H. (1991). Cultures and Organizations: Software of the Mind. London: McGraw-Hill. Kelly, M., Grenfell, M., Allan, R., Kriza, C., & McEvoy, W. (2004). Europäisches Profil für die Aus- und Weiterbildung von Sprachenlehrkräften. Ein Referenzrahmen, Bericht an die Europäische Kommission Generaldirektion Bildung und Kultur [Online]: http://ec.europa.eu/education/languages/pdf/doc477	

		_de.pdf adresinden 29 Temmuz 2009 tarihinde indirilmiştir. Kramsch, C. (1995). Andere Worte – andere Werte: Zum Verhältnis von Sprache und Kultur. L. Bredella (Hrsg.). Verstehen und Verständigung durch Sprachenlernen? Beiträge zur Fremdsprachenforschung, Bd. 3, (s. 51–66). Bochum: Brockmeyer. Losche, H. (2005). Interkulturelle Kommunikation. Sammlung praktischer Spiele und Übungen. Augsburg: ZIEL/Kessler Verlagsdruckerei. Neuner, G. (2005). Zur Rolle des Englischen in einem europäischen Kontext von Mehrsprachigkeit. S. Duxa, A. Hu & B. Schmenk (Hrsg.). Grenzen überschreiten. Menschen, Sprachen, Kulturen. Festschrift für Inge Christine Schwerdtfeger zum 60. Geburtstag (S. 163–178).Tübingen: Narr. Podsiadlowski, A. (2004). Interkulturelle Kommunikation und Zusammenarbeit. München: Verlag Vahlen. Sercu, L. (2002). Autonomes Lernen im interkulturellen Fremdsprachenunterricht. Kriterien für die Auswahl von Lerninhalten und Lernaufgaben. Zeitschrift für Interkulturellen Fremdsprachenunterricht, [Online]: http://www.spz.tu-darmstadt.de/projekt_ejournal/jg_07_2/beitrag/sercu1.htm adresinden 25 Mayıs 2009 tarihinde indirilmiştir. Thomas, A. (1993). Psychologie interkulturellen Lernens und Handelns. A. Thomas (Hrsg.). Kulturvergleichende Psychologie (s. 377–424). Göttingen: Hogrefe. Uyar, B. (2002). Eyleme ve Üretime Dayalı Karşılaştırmalı Kültür Çalışmaları Dersi: Don Kişot İle Nasrettin Hoca'yı Tanıştırmak. Dil Dergisi, Ankara Üniversitesi Türkçe ve Yabancı Dil Araştırma ve Uygulama Merkezi TÖMER, 135, 45–57.
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23	Assesment	
TERM LEARNING ACTIVITIES	NUMBE R	WEIGHT
Midterm Exam	1	30.00
Quiz	0	0.00
Home work-project	1	10.00
Final Exam	1	60.00
Total	3	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		exam, seminar paper
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	1	3	1	4	2	3	4	1	3	2	4	2	2	3	3	1
ÖK2	2	2	2	2	4	2	1	4	3	2	2	4	3	4	2	3
ÖK3	3	3	4	5	3	1	4	2	2	4	1	2	3	2	1	4

LO: Learning Objectives PQ: Program Qualifications					
Contrib ution Level:	1 very low	2 low	3 Medium	4 High	5 Very High