**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course Unit Title/Ders Adı** | | | | | | Extra–Curricular Education Activities | | | | | | | |
| **Course Unit Code/Ders Kodu** | | | | | | ELTVE 205 | | | | | | | |
| **Type of Course Unit/Ders statüsü** | | | | | | Vocational Elective/ Sophmore | | | | | | | |
| **Level of Course Unit/Ders seviyesi** | | | | | | BA | | | | | | | |
| **National Credits/Ulusal kredi** | | | | | | 2 | | | | | | | |
| **Number of ECTS Credits Allocated/AKTS değeri** | | | | | | 4 ECTS | | | | | | | |
| **Theoretical (hour/week)/Haftalık teorik ders saati** | | | | | | 2 | | | | | | | |
| **Practice (hour/week)/Uygulama durumu** | | | | | | - | | | | | | | |
| **Laboratory (hour/week)/Laboratuvar durumu** | | | | | | - | | | | | | | |
| **Year of Study/ Dersin yılı** | | | | | | 2 | | | | | | | |
| **Semester when the course unit is delivered/Ders dönemi** | | | | | | Fall | | | | | | | |
| **Course Coordinator/Ders koordinatörü** | | | | | | - | | | | | | | |
| **Name of Lecturer (s)/Ders sorumlu öğretim elemanı** | | | | | | - | | | | | | | |
| **Name of Assistant (s)/Asistan adı** | | | | | | - | | | | | | | |
| **Mode of Delivery/Dersin işlenişi** | | | | | | Face to face | | | | | | | |
| **Language of Instruction/Dersin dili** | | | | | | English | | | | | | | |
| **Prerequisities and co-requisities/Dersin ön koşulu** | | | | | | - | | | | | | | |
| **Recommended Optional Programme Components/Önerilen opsiyonel program unsurları** | | | | | | - | | | | | | | |
| **Objectives of the Course/Dersin amacı** | | | | | | | | | | | | | |
| This course aims to:   * Extracurricular activities are activities that do not fall under the school or college curriculum but help in developing the skills and abilities of students. An extracurricular activity is an activity that does not relate to professional life based on degrees. These extra activities are more beneficial when the children are enrolled in them sooner based on their interests | | | | | | | | | | | | | |
| **Learning Outcomes/Öğrenme çıktıları** | | | | | | | | | | |  | | |
| When this course has been completed the student should be able to | | | | | | | | | | | Assesment | | |
| 1 | Definition, strategic plan, conceptual framework, gaps, goal, strategic objectives of Extracurricular Activities (ECA). | | | | | | | | | | 1,2 | | |
| 2 | Explain the History of Extracurricular Activities (ECA) | | | | | | | | | | 1,2 | | |
| 3 | Explain the importance of Co-curricular Activities in Education | | | | | | | | | | 1,2 | | |
| 4 | Examples of Extra-curricular activities | | | | | | | | | | 1,2 | | |
| 5 | Advantages and Disadvantages of Extra-curricular activities | | | | | | | | | | 1,2 | | |
| 6 | biggest problems with extra-curricular management and how-to-fix them | | | | | | | | | | 1,2 | | |
| 7 | analysis relate research papers. | | | | | | | | | | 1,2 | | |
| 8 | Know different extra-curricular activities and their function | | | | | | | | | | 1,2 | | |
| *Assesment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5 Lab.Worak  *Değerlendirme Metodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work | | | | | | | | | | | | | |
| **Course’s Contribution to Program/Dersin Programa Katkıları** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | CL/KS | |
| 1 | Have gained an in-depth knowledge of different linguistic components of the English language | | | | | | | | | | | 4 | |
| 2 | Be familiar with different theories, methods, and techniques of teaching English as a foreign language; | | | | | | | | | | | 3 | |
| 3 | Be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | | | | | | | | | | | 3 | |
| 4 | Be able to assess English language learners in different language skills; | | | | | | | | | | | 4 | |
| 5 | Be able to create, evaluate, and use English language teaching materials; | | | | | | | | | | | 5 | |
| 6 | Be able to critically evaluate the existing language proficiency exams; | | | | | | | | | | | 3 | |
| 7 | Be able to participate and be sufficiently understood in academic discourse; | | | | | | | | | | | 3 | |
| 8 | Be able to apply academic learning strategies such as note-taking, reading, and oral communication strategies in real life situations; | | | | | | | | | | | 5 | |
| 9 | Be able to make efficient and appropriate behavior management decisions in the classroom; | | | | | | | | | | | 4 | |
| 10 | Be able to analyze literary texts to integrate them into their teaching; | | | | | | | | | | | 3 | |
| 11 | To be able to effectively manage group dynamics, time, space and materials; | | | | | | | | | | | 4 | |
| 12 | To have gained familiarity with basic principles of guidance and the relevant practical applications; | | | | | | | | | | | 3 | |
| 13 | Be able to conduct and use research and document sources properly; | | | | | | | | | | | 5 | |
| 14 | Be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | | | | | | | | | | | 5 | |
| *CL (Contribution Level)*: 1.Very Low, 2.Low, 3.Moderate, 4.High, 5.Very High  *Katkı seviyesi(KS)*: 1. Çok düşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çok yüksek | | | | | | | | | | | | | |
| **Course Contents/Ders İçeriği** | | | | | | | | | | | | |
| Week/**Hafta** | |  |  | | | | | | | Exam**s/ Sınavlar** | | |
| 1 | |  | Introduction: Syllabus, Course rules, and Overview | | | | | | |  | | |
| 2 | |  | Overview of Curricula and Types | | | | | | |  | | |
| 3 | |  | Extracurricular Activities (ECA): definition, strategic plan, conceptual framework, gaps, goal, strategic objectives | | | | | | |  | | |
| 4 | |  | History of Extracurricular Activities (ECA) | | | | | | |  | | |
| 5 | |  | Education, Extra-Curricular Activities, and Opportunities | | | | | | |  | | |
| 6 | |  | Importance of Co-curricular Activities in Education | | | | | | |  | | |
| 7 | |  | Revision for midterm exam | | | | | | |  | | |
| 8 | |  | MIDTERM | | | | | | | **Mid-term** | | |
| 9 | |  | Examples of Extracurricular activities | | | | | | |  | | |
| 10 | |  | Advantages and Disadvantages of Extracurricular activities | | | | | | |  | | |
| 11 | |  | The biggest problems with extra-curricular management and how-to fix them | | | | | | |  | | |
| 12 | |  | Discussion about paper Analysis I | | | | | | |  | | |
| 13 | |  | Discussion about paper Analysis II | | | | | | |  | | |
| 14 | |  | Project Presentation | | | | | | |  | | |
| 15 | |  |  | | | | | | | **Final** | | |
| **Recommended Sources/Önerilen kaynaklar** | | | | | | | | | | | | |
| **Textbook/Ders kitabı:**  **Main textbook:** Soft Skills and Social Mobility An Unequal Playing Field: Extra-Curricular Activities  Michael Donnelly, Predrag Lažetić, Andres Sandoval-Hernandez, Kalyan Kumar and Sam Whewall    **Other Recommended Texts**  Arno, Bellack (2005). The Language of the Classroom. New York. Clay, Lindgen (1972).  Psychology in the Classroom. London: Wiley and Sons.  Maduewesi, E.J. (1988). Introduction Top Teaching. Enugu-Nigeria: ABIC Books. Hubert, J. B. (1979). The Teacher and His Pupils. Great Britain: Oxford University Press. | | | | | | | | | | | | |
| **Assessment/Değerlendirme** | | | | | | | | | | | | |
| Attendance/Derse devam | | | | 05% |  | | | | | | | |
| Project Presentation | | | | 25% |  | | | | | | | |
| Midterm Exam/Vize sınavı | | | | 30% |  | | | | | | | |
| Final Exam/Final sınavı | | | | 35% |  | | | | | | | |
| Total | | | | 100% |  | | | | | | | |
| **ECTS Allocated Based on the Student Workload/ Öğrenci ders yüküne göre AKTS değerleri** | | | | | | | | | | | | |
| ActivitiesEtkinlik | | | | | | | Number/Sayısı | Duration (hour)/Süresi | Total Workload(hour)/Toplam yük | | | |
| Course duration in class (including the Exam week)/Sınıf içi etkinlikler | | | | | | | 15 | 2 | 30 | | | |
| Quizzes | | | | | | | 10 | 2 | 20 | | | |
| Project presentation | | | | | | | 25 | 2 | 50 | | | |
| Midterm Examination/Vize  Examination preparation | | | | | | | 1 | 1 | 1 | | | |
| Final Examination/Final  Examination preparation | | | | | | | 1 | 1 | 1 | | | |
| Self-Study/Bireysel çalışma | | | | | | | 5 | 4 | 20 | | | |
| Total Workload/İş yükü | | | | | | | | | 97 | | | |
| Total Workload/30 (h) | | | | | | | | | 122/30 = 4.1 | | | |
| ECTS Credit of the Course/AKTS değeri (ECTS = 4) | | | | | | | | | 4.1 | | | |