**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course Unit Title/Ders Adı** | Special education and Socialization |
| **Course Unit Code/Ders Kodu** | ELTV401 |
| **Type of Course Unit/Ders statüsü** | Compulsory/Common course |
| **Level of Course Unit/Ders seviyesi** | Degree |
| **National Credits/Ulusal kredi** | 2 |
| **Number of ECTS Credits Allocated/AKTS değeri** | 3 AKTS |
| **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, theoretical |
| **Language of Instruction/Dersin dili** | Turkish |
| **Prerequisities and co-requisities/Dersin ön koşulu** | - |
| **Recommended Optional Programme Components/Önerilen opsiyonel program unsurları** | - |
| **Objectives of the Course/Dersin amacı** |
| Within the scope of this course; Basic concepts of special education and inclusion, aims and benefits of inclusion, applications of inclusion in Turkey and other countries, special education and inclusion types and models, preparation process for inclusion, factors that make inclusion successful, planning of instruction in inclusion applications, individualized education program (IEP). ), adaptations related to the inclusion environment, teaching methods and development, behavior management in inclusion applications, the development of social interaction among children in inclusion applications, the role of the teacher in inclusion education, inclusion practices and problems in Turkey, case discussion on inclusion practices are included. |
| **Learning Outcomes/Öğrenme çıktıları** |  |
| When this course is completed, the students; |  |
| 1 | Knows the basic concepts related to special education and inclusion. | 1,2 |
| 2 | Learn about the goals and benefits of special education and inclusion | 1,2 |
| 3 |  Comprehends the integration practices in Turkey and other countries. | 1,2 |
| 4 | Special education and inclusion types and models know how to manage the integration preparation process. | 1,2 |
| 5 | Applies the factors that make special education and inclusion successful. | 1,2 |
| 6 |  It makes the planning of teaching in special education and inclusion applications. | 1,2 |
| 7 | The individualized education program (IEP) makes adaptations to the inclusion environment, teaching methods and development. | 1,2 |
| 8 | Knows the role of teacher in special education and inclusion education, behavior management in special education and inclusion Deceptions, development of social interaction between children in inclusion deceptions, special education and inclusion deceptions. | 1,2 |
| *Assesment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5 Lab.Work*Değerlendirme Metodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work |
| **Course’s Contribution to Program/Dersin Programa Katkıları** |
| Upon successful completion of their undergraduate studies, ELT students will: | CL/KS |
| 1 | have gained an in-depth knowledge of different linguistic components of the English language; | 2 |
| 2 | be familiar with different theories, methods, and techniques of teaching English as a foreign language; | 2 |
| 3 | be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | 2 |
| 4 | be able to assess English language learners in different language skills; | 3 |
| 5 | be able to create, evaluate, and use English language teaching materials; | 1 |
| 6 | be able to critically evaluate the existing language proficiency exams; | 1 |
| 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; | 3 |
| 9 | be able to make efficient and appropriate behaviour management decisions in the classroom; | 3 |
| 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; | 2 |
| 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; | 2 |
| 14 | be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career.  | 3 |
| *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 |  | Basic concepts in special education |  |
| 2 |  | The main objectives and principles of special education |  |
| 3 |  | Types of disabilities in special education |  |
| 4 |  | Types of disabilities in special education |  |
| 5 |  | Diagnosis and evaluation in special education |  |
| 6 |  | Legal bases of special education |  |
| 7 |  | Effective strategies and behavior management in classroom management within the scope of mainstreaming applications |  |
| 8 |  |  | **Vize**  |
| 9 |  | Individualization of teaching for students with special needs |  |
| 10 |  | Preparation of an Individualized Training Program |  |
| 11 |  | Elements of the Individualized Educational Program |  |
| 12 |  | Determining performance in an Individualized Training Program |  |
| 13 |  | Determination of long- and short-term goals in the Individualized Training Program |  |
| 14 |  | Instructional approaches and strategies in special education |  |
| 15 |  |  | **Final** |
| **Recommended Sources/Önerilen kaynaklar** |
| Şahbaz, Ü. (2020). Special education and Socialization, Anı Yayıncılık: AnkaraCavkaytar, A. ve Tekin-Ersan, D. (2020). Special education and Socialization, Eğitin Kitap: Ankara |
| **Assessment/Değerlendirme** |
| Attendance/Derse devam | 5% |  |
| Homeworks/Ödevler | 5% |  |
| Laboratory/Lab.  | 0% | Lab Grade= Lab Performance  Lab Attendance |
| Midterm Exam/Vize sınavı | 40% |  |
| Final Exam/Final sınavı | 50% |  |
| 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 | 13 | 2 | 26 |
| Labs and Tutorials/ Lab ve ders | - | - | - |
| Assignments/Ödevler | 2 | 8 | 16 |
| E-Learning Activities/E-learning activities | 2 | 8 | 16 |
| Project/Presentation/Report Writing/Proje | - | - |  |
| Quizzes | - | - | - |
| Lab Exams | - | - | - |
| Midterm Examination/Vize | 1 | 1 | 1 |
| Final Examination/Final | 1 | 1 | 1 |
| Self Study/Bireysel çalışma | 4 | 10 | 40 |
| Total Workload/İş yükü | 100 |
| Total Workload/30 (h) |  100/30 |
| ECTS Credit of the Course/AKTS değeri | 3,3 |