**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course Unit Title/Ders Adı** | | | | | | Elective V: Learning Difficulties | | | | | | | |
| **Course Unit Code/Ders Kodu** | | | | | | ELTVE405 | | | | | | | |
| **Type of Course Unit/Ders statüsü** | | | | | | Compulsory/ Juniors | | | | | | | |
| **Level of Course Unit/Ders seviyesi** | | | | | | BA | | | | | | | |
| **National Credits/Ulusal kredi** | | | | | | 2 | | | | | | | |
| **Number of ECTS Credits Allocated/AKTS değeri** | | | | | | 3 ECTS | | | | | | | |
| **Theoretical (hour/week)/Haftalık teorik ders saati** | | | | | | 2 | | | | | | | |
| **Practice (hour/week)/Uygulama durumu** | | | | | | - | | | | | | | |
| **Laboratory (hour/week)/Laboratuvar durumu** | | | | | | - | | | | | | | |
| **Year of Study/ Dersin yılı** | | | | | | 4 | | | | | | | |
| **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, rethorical, document analysis | | | | | | | |
| **Language of Instruction/Dersin dili** | | | | | | English/Turkish | | | | | | | |
| **Prerequisities and co-requisities/Dersin ön koşulu** | | | | | | - | | | | | | | |
| **Recommended Optional Programme Components/Önerilen opsiyonel program unsurları** | | | | | | - | | | | | | | |
| **Objectives of the Course/Dersin amacı** | | | | | | | | | | | | | |
| * The course is aimed to be able to identify learning disabilities, reasons of learning disabilities, types, identification criteria and evaluation process, characteristics of children with learning disabilities, their development and diagnostic processes. | | | | | | | | | | | | | |
| **Learning Outcomes/Öğrenme çıktıları** | | | | | | | | | | |  | | |
| When this course has been completed the student should be able to | | | | | | | | | | | Assesment | | |
| 1 | The student can make the definition, characteristics and classification of learning disabilities. | | | | | | | | | | 1,2 | | |
| 2 | The student can classify the educational, psychological, and medical factors of learning disabilities. | | | | | | | | | | 1,2 | | |
| 3 | The student can evaluate the prevalence and incidence. | | | | | | | | | | 1,2 | | |
| 4 | The stuednt can classify the causes of learning disabilities. | | | | | | | | | | 1,2 | | |
| 5 | The student researches the model of early intervention and response to intervention. | | | | | | | | | | 1,2 | | |
| 6 | The student can Screening diagnostics medical developmental and educational perform diagnostics. | | | | | | | | | | 1,2 | | |
| 7 | The student can classify academic and non-academic characteristics. | | | | | | | | | | 1,2 | | |
| 8 | The student identifies the behavioral problems of students with learning disabilities. | | | | | | | | | | 1,2 | | |
| 9 | The student can deal with the behavioral problems of students who show learning difficulties. | | | | | | | | | | 1,2 | | |
| 10 | The student researches team and collaboration,educational environments and applications that have a scientific basis. | | | | | | | | | | 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** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | 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; | | | | | | | | | | | 2 | |
| 5 | Be able to create, evaluate, and use English language teaching materials; | | | | | | | | | | | 2 | |
| 6 | Be able to critically evaluate the existing language proficiency exams; | | | | | | | | | | | 2 | |
| 7 | Be able to participate and be sufficiently understood in academic discourse; | | | | | | | | | | | 2 | |
| 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 behavior management decisions in the classroom; | | | | | | | | | | | 3 | |
| 10 | Be able to analyze literary texts to integrate them into their teaching; | | | | | | | | | | | 2 | |
| 11 | To be able to effectively manage group dynamics, time, space and materials; | | | | | | | | | | | 3 | |
| 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; | | | | | | | | | | | 3 | |
| 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 | |  | Definition of learning disabilities | | | | | | |  | | |
| 2 | |  | The reason of learning disabilities | | | | | | |  | | |
| 3 | |  | Perceptual, linguistic, consideration, memory characteristics of children with learning disabilities | | | | | | |  | | |
| 4 | |  | Types and characteristics of learning difficulties | | | | | | |  | | |
| 5 | |  | Social characteristics of children with learning disabilities | | | | | | |  | | |
| 6 | |  | Identification criteria for learning disabilities | | | | | | |  | | |
| 7 | |  | Evaluation phase of learning disabilities | | | | | | |  | | |
| 8 | |  |  | | | | | | | **Mid-term** | | |
| 9 | |  | Verbal language problems of students with learning difficulties | | | | | | |  | | |
| 10 | |  | Behavioral problems in students with learning difficulties | | | | | | |  | | |
| 11 | |  | The reading problems of students with learning difficulties. | | | | | | |  | | |
| 12 | |  | The writing problems of students with learning difficulties. | | | | | | |  | | |
| 13 | |  | Reading comprehension problems of students with learning disabilities | | | | | | |  | | |
| 14 | |  | Continued the topic of reading comprehension problems of students with learning disabilities | | | | | | |  | | |
| 15 | |  |  | | | | | | | **Final** | | |
| **Recommended Sources/Önerilen kaynaklar** | | | | | | | | | | | | |
| Dickinson, D. K. & Neuman, S. B. (2001). Erken okuryazarlık araştırmaları el kitabı. (G. Akoğlu ve C. Ergül, Çev.) Ankara: Nobel akademik Yayıncılık.  Ergül, C. (Ed.). (2016). Dil ve erken okuryazarlık becerilerinin geliştirilmesine yönelik etkileşimli kitap okuma programı (EKOP). Ankara: Eğiten Kitap. | | | | | | | | | | | | |
| **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) | | | | | | | | | 100/40 | | | |
| ECTS Credit of the Course/AKTS değeri | | | | | | | | | 2,5 | | | |