**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course Unit Title/Ders Adı** | | | | | | Elective VI: Individualized Teaching | | | | | | | |
| **Course Unit Code/Ders Kodu** | | | | | | ELTVE406 | | | | | | | |
| **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** | | | | | | 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** | | | | | | 4 | | | | | | | |
| **Semester when the course unit is delivered/Ders dönemi** | | | | | | Spring | | | | | | | |
| **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 couse is aimed to provide of basics skills related into The BEP process, identify the roles of The BEP team and own roles , developing learning educational target and apply The BEP | | | | | | | | | | | | | |
| **Learning Outcomes/Öğrenme çıktıları** | | | | | | | | | | |  | | |
| When this course has been completed the student should be able to | | | | | | | | | | | Assesment | | |
| 1 | Acquires the basic skills related to the BEP process | | | | | | | | | | 1,2 | | |
| 2 | Defines and discusses the roles of the BEP team and determines their own roles. | | | | | | | | | | 1,2 | | |
| 3 | Identifies and discusses different BEP team meetings. | | | | | | | | | | 1,2 | | |
| 4 | Determines the performance level for program development. | | | | | | | | | | 1,2 | | |
| 5 | Defines and discusses different ways to write the performance level. | | | | | | | | | | 1,2 | | |
| 6 | Determines short and long term goals that are appropriate for the student's existing performance level. | | | | | | | | | | 1,2 | | |
| 7 | Improves educational goals. | | | | | | | | | | 1,2 | | |
| 8 | Applies the BEP. | | | | | | | | | | 1,2 | | |
| 9 | Reviews and evaluates the BEP. | | | | | | | | | | 1,2 | | |
| 10 | Analyzes which examples of individualization and adaptation in integration and inclusive classes. | | | | | | | | | | 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 | |  | The historical development of the BEP | | | | | | |  | | |
| 2 | |  | Definition and principle of BEP | | | | | | |  | | |
| 3 | |  | Benefit of BEP | | | | | | |  | | |
| 4 | |  | All Service plan and family service plan | | | | | | |  | | |
| 5 | |  | Factors of BEP | | | | | | |  | | |
| 6 | |  | The team of BEP | | | | | | |  | | |
| 7 | |  | The team work of BEP | | | | | | |  | | |
| 8 | |  |  | | | | | | | **Mid-term** | | |
| 9 | |  | Principles of determining the level of performance | | | | | | |  | | |
| 10 | |  | Writing performance level | | | | | | |  | | |
| 11 | |  | Long Term target and creation | | | | | | |  | | |
| 12 | |  | Short Term target and creation | | | | | | |  | | |
| 13 | |  | Prepare of BEP | | | | | | |  | | |
| 14 | |  | Application, observation and evaluation of BEP | | | | | | |  | | |
| 15 | |  |  | | | | | | | **Final** | | |
| **Recommended Sources/Önerilen kaynaklar** | | | | | | | | | | | | |
| Sucuoğlu, B. & Kargın, T. (2005). İlköğretimde kaynaştırma uygulamaları: yaklaşımlar, yöntemler, teknikler. Ankara: Morpa  Diken İ. H. (2010). İlköğretimde kaynaştırma (Ed). Ankara: Pegem Akademi.  Batu, S. (2000). Kaynaştırma, destek hizmetler ve kaynaştırmaya hazırlık etkinlikleri. Özel Eğitim Dergisi, 2 (4), 35–45. | | | | | | | | | | | | |
| **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 | 10 | 20 | | | |
| E-Learning Activities/E-learning activities | | | | | | | 2 | 10 | 20 | | | |
| 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) | | | | | | | | | 108/30 | | | |
| ECTS Credit of the Course/AKTS değeri | | | | | | | | | 3,6 | | | |