

ELEMENTARY AND EARLY CHILDHOOD EDUCATION



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

The mission of METU Elementary and Early Childhood Education Department is to prepare creative, passionate, and competent teachers who are not only well informed on educational theory but also proficient in demonstrating the best educational practices; to conduct high-quality research in early childhood education; to contribute to the policy decisions for young learners and their families through research and evidence-based strategies; to promote high ethical standards and democratic principles in early childhood research and practice, and to expand partnerships with national and international communities in response to the educational needs of 21st century.

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ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Message from the Chair



As one of the leading departments in the field of early childhood education in Turkey, our department has been offering the undergraduate program since 1998, master's program since 2003, and doctoral program since 2006. In our programs, we train self-confident and highly motivated early childhood professionals who acquire the best knowledge, attitudes and skills to work with young children and families in various early childhood settings.

Our undergraduate program offers a broad range of courses that balance theoretical knowledge and teaching practice. I proudly underline that we are the only early childhood teacher education program in Turkey that offers a great number of internship courses. Starting from their freshman years, our students take various responsibilities as observers and student-teachers in educational settings to ensure they have adequate in-classroom experience before graduation.

Our department offers graduate programs leading to master of science and doctor of philosophy degrees. These programs provide a wide variety of courses and experiences related to theories and concepts associated with early childhood education. The Early Childhood Education master's program is one of the two English-medium programs in Turkey, whereas our doctoral program is currently the only one. Moreover, the portfolio system in our doctoral program distinguishes us from similar programs and has aroused great interest nationwide. Currently, we have approximately 150 undergraduate, 44 master's, and 33 doctoral students.

Our faculty members deliver high-quality graduate and undergraduate training, publish and share their research in highly-regarded academic venues. Our faculty has expertise in areas such as STEM education, media studies, culturally responsive pedagogies, sustainable development, science and mathematics education, environmental education, family engagement, assessment and evaluation in the early years, gender equality in education, play pedagogy, outdoor and movement education, and teachers' professional development.

I invite you to check out our website (<https://eece.metu.edu.tr>) for further information about our programs and faculty members.

Best wishes,

Prof.Dr. Feyza Tantekin Erden

About Us

The Department of Elementary and Early Childhood Education is part of the Faculty of Education at the Middle East Technical University, one of the top ranked universities in the country. Our department currently serves to a dynamic and collaborative community of over 150 undergraduate and 77 graduate students with six faculty members and 20 graduate assistants. We offer Early Childhood Education programs at undergraduate, masters and doctoral levels (all in English with the PhD program being the only program in the country offered in English). Our department is committed to prepare students who have the necessary theoretical and practical knowledge, high ethical standards, and 21st-century skills to become successful educators and researchers in the field of early childhood education. The 4-year undergraduate program provides practicum experience in private and public schools through which young children's development and learning is observed and supported. The comprehensive Master's, Ph.D., and Integrated Ph.D. programs prepare students to be independent scholars in research and education professions.

As one of the leading programs in the field of early childhood education in Turkey, our department offers students a high-quality teaching while integrating technology, implementing innovative teaching methods and creating learning environments that are active, engaging, and reflective.





As of 2021, our department has agreements with various universities worldwide under the scope of Erasmus+ European and Non-European Mobility, Erasmus+ EU Traineeship, Overseas Exchange, and Mevlana Exchange programs. Ten of our students have been accepted to the Erasmus program for the 2020-2021 academic year, and almost 40 of our students have studied abroad in the program for the last five years. Our program also provides students to pursue minor or double major degrees in different departments at METU.

In the last five years, eight of our graduates were accepted in master degree programs abroad by earning prestigious scholarships. Nearly one-fourth of our graduates continue their academic careers at national and international universities. Our alumni, also work as teachers and educational leaders in different forms of public, private and special education institutions. Moreover, we have our graduates working as educators of specialized areas such as coding or as editors in media and press-broadcasting organizations.

Facts and Figures



Founded in 1998

Duration of Study

Bachelor 4 years

Master of Science 2 years

Doctor of Philosophy 4 years

Integrated Ph.D. 5 years



FULL-TIME FACULTY

2 Professors

1 Associate Professor

3 Assistant Professors

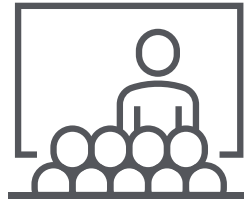
STUDENTS

123 Undergraduate

77 Graduate

9 Double Major

6 Minor



COURSE CREDITS

156 Bachelor of Science

21 M.S. thesis

21 Ph.D.

42 Integrated Ph.D.



PROJECTS & PUBLICATIONS*

Projects:

2 International

20 National

4 TUBITAK

Publications:

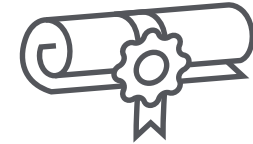
251 International

54 National

1 Book

28 Book Chapter

**Last 5 years*



DEGREES

575 B.Sc.

72 M.Sc.

27 Ph.D.



Undergraduate Curriculum

First Semester

ECE 100	Introduction to Early Childhood Education	(3-0)3
ECE 104	Maternal and Child Health and First Aid	(3-0)3
ECE 109	Child Development and Psychology I	(3-0)3
ECE 120	Anatomy and Physiology	(3-0)3
EDS 200	Introduction to Education	(3-0)3
ENG 101	English for Academic Purposes I	(4-1)4
TURK 103	Oral Communication	(2-0)2

Second Semester

ECE 110	Child Development and Psychology II	(4-0)4
ECE 112	Motor Development	(3-0)3
ECE 126	Maternal and Child Nutrition	(2-0)2
ECE 130	Practicum in Early Childhood Education	(1-4)3
ENG 102	English for Academic Purposes II	(4-1)4
PSY 1010	General Psychology	(3-0)3
TURK 104	Written Expression	(2-0)2
BA 100	Career Planning	NC

Course Descriptions

ECE100 Introduction to Early Childhood Education (3-0)3

Major approaches to and basic principles of early childhood education, educational environments, development of fundamental skills, impact of mass media and early childhood education, teacher education and school/family collaboration.

ECE104 Maternal and Child Health and First Aid (3-0)3

Defining mother and child health, factors affecting their health in the community, growth and development, common diseases in childhood: diarrhea, upper respiratory infections, infectious diseases such as hepatitis, meningitis and parasites; immunization; common accidents in childhood and preventive care; drug usage, emergencies and special applications; health problems of women in different periods of lifetime, sexual maturation, major issues related to menopause and aging.

ECE109 Child Development and Psychology I (3-0)3

Starting from the prenatal development, human lifespan will be discussed in terms of physical, social, cognitive and emotional developmental domains. Theories of child development and key scholars' contributions to the field will also be emphasized throughout lectures. Participant will explore the extent of the relationship between the environment and genes and how this relationship affects family and school life. Current debates surrounding the child development issues will be discussed in light of the recent research findings.

ECE110 Child Development and Psychology II (3-0)3

Description, theories and principles of development, the factors affecting development, pre-natal, birth and post-natal periods, cognitive development.

ECE112 Motor Development (3-0)3

Theories, background information, approaches and principles of motor development. Phases of motor development: reflexive, rudimentary, fundamental and sport related movement phases. Correlates of motor development, physical abilities, self-concept and perceptual motor development.

ECE120 Anatomy and Physiology (3-0)3

Basic principles of human anatomy and the fundamental mechanisms of human physiology. Structure and the functions of human body, its organization, regulation and maintenance systems, support, movement and integration-control systems, nervous system, hormones.

ECE126 Maternal and Child Nutrition (2-0)2

Fundamental concepts and principles of nutrition. Components of nutrients, enrichment of nutrients with respect to nutrient value, nutrition of pregnant and lactating women, malnutrition, energy balance, nutrient requirements during pregnancy, malnutrition in children, nutrition of 0-6 year old children and hygienic rules in preparation of food.

Undergraduate Curriculum

Third Semester

ECE 214	Teaching Science in Early Childhood	(3-0)3
ECE 215	Play in Early Childhood	(3-0)3
ECE 222	Social and Emotional Development	(3-0)3
EDS 220	Educational Psychology	(3-0)3
CEIT 100	Computer Applications in Education	(2-2)3
ENG 211	Academic Oral Presentation Skills	(3-1)3
	Elective I	

Fourth Semester

ECE 208	Children's Literature	(3-0)3
ECE 213	Teaching Mathematics in Early Childhood	(2-2)3
ECE 220	Physical Education and Games	(2-2)3
ECE 230	Curriculum in Early Childhood Education	(3-0)3
ECE 232	Curriculum Models for ECE	(3-0)3
ECE 240	Statistics for Early Childhood Teachers	(2-2)3
ECE 281	Music Education in Early Childhood	(3-0)3

Fifth Semester

ECE 248	Community Service	(1-2)2
ECE 301	Research Methods for Early Childhood Teachers	(3-0)3
ECE 303	School Experience	(1-4)3
ECE 340	Classroom Management and Discipline in ECE	(2-2)3
ECE 366	Teaching Methods in Early Childhood Education	(3-2)4
HIST 2201	Principles of Kemal Atatürk I	NC
	Elective II	

Course Descriptions

ECE130 Practicum in Early Childhood Education (1-4)3

Practice once a week or two half days a week in early childhood centers during a semester.

ECE205 Language and Literacy Development in Early Childhood (3-2)4

Exploration of the research and stages of language and literacy development in early childhood. Study of the theories and developmental milestones in language and literacy development. The factors which have positive and negative effects on language and literacy development, concept development, memory, thought and language relations, the concept of emergent literacy, preparation for reading, activities improving language and literacy development.

ECE208 Children's Literature (3-0)3

The importance of books for the growing child, development of children's literature in the world and Turkey; characteristics of children's publications; stories, folk tales, fairy tales, fable, biography, poem, riddle, etc.

ECE213 Teaching Mathematics in Early Childhood (2-2)3

Logico-mathematical and spatio-temporal learning by the child's own experience with objects (learning by discovery), creating and inventing relationships between objects and symbols and resulting integration and reorganization of ideas by the child. Spatial relations, time concepts, number concepts, one-to-one correspondence, comparing sizes, comparing amounts, comparing and evaluating different points of view, classification, seriation, conservation.

ECE214 Teaching Science in Early Childhood (3-0)3

Importance of science and nature in early childhood education. Methods of teaching science and nature concepts in early childhood, construction of concept maps and hands on activities; basic concepts in science and nature; living-nonliving concepts; distinction of sky and space; basic events about heat and light.

ECE215 Play in Early Childhood (3-0)3

Description, importance and social role of play. Factors affecting play, different phases of play parallel to child development, ways to encourage play, diagnosing behavioral disorders through play.

ECE220 Physical Education and Games (2-2)3

Movement education in early childhood education centers; the characteristics of gymnasium where the programs will be performed; facilities/equipment and their areas; exercises with equipment, programs, games. Exercises that are suitable to 3-6 year old children's movement development; games that are preparatory to sport games, musical games and practice. The teaching methods of movement education in early childhood. The basic principles in game education and teaching.

Undergraduate Curriculum

Sixth Semester

ECE 302	Drama in Early Childhood Education	(2-2)3
ECE 306	Visual Arts and Material Development	(2-2)3
ECE 315	Children with Special Needs	(2-2)3
ECE 334	Digital Literacy for Early Childhood Teachers	(3-0)3
ECE 348	Environmental Education in the Early Years	(3-0)3
CEIT 319	Instructional Technology and Material Development	(2-2)3
HIST 2202	Principles of Kemal Atatürk II	NC

Seventh Semester

ECE 325	Parent Involvement and Education	(3-0)3
ECE 409	Creativity and Children	(2-2)3
ECE 410	Assessment and Evaluation in ECE	(3-0)3
ECE 411	Practice Teaching I	(2-6)5
ENG 311	Advanced Communication Skills	(3-1)3
	Elective III	

Eighth Semester

ECE 430	Practice Teaching II	(2-6)5
ECE 480	School Readiness and Transition to Elementary School	(2-0)2
EDS 416	Turkish Educational System and School Management	(3-0)3
EDS 424	Guidance	(3-0)3
	Elective IV	

Course Descriptions

ECE222 Social and Emotional Development (3-0)3

Introduction of the contemporary theory, research, and methods relevant to understanding social and emotional development during childhood.

ECE230 Curriculum in Early Childhood Education (3-0)3

Basic concepts in curriculum development and its processes; development of lesson plan, unit plan, annual and daily plan; selection of content and organization. Teaching methods and strategies; properties of materials and their selection; measurement and evaluation; types of tests; developing achievement tests.

ECE232 Curriculum Models for Ece (3-0)

Analysis of a wide range of early childhood curriculum models with an emphasis on various topics including goals, environment, roles of teachers and families, materials, along with evaluation of children.

ECE240 Statistics for Early Childhood Teachers (2-2)3

Different topics such as data collection, sampling, sampling distribution and estimation, permutation and combination, probability, continuous random variables and distribution, estimated value, data analysis, hypothesis testing, Chi-square test, regression and correlation.

ECE248 Community Service (1-2)2

Increase preservice teachers awareness of the social issues and developing certain ideas of voluntary works that would be helpful in dealing with such issues.

ECE281 Music Education in Early Childhood (3-0)3

Activities for musically nurture young children, children songs, music nurturing environments, sound centers, musical dramatization, music instruments for early childhood education.

ECE301 Research Methods for Early Childhood Teachers (3-0)3

Providing the student with major types of research about young children, the steps involved in conducting educational research, and the basic statistical concepts needed for understanding and designing research.

ECE302 Drama In Early Childhood Education (2-2)3

Definition of drama, comparison of different types of drama, history of educational drama, importance of play and drama in the development and education of child, drama techniques, integration of pedagogic drama into daily and weekly plans in the early childhood education.

ECE303 School Experience (1-4)3

Introducing students to the field, and gaining experience with young children. Opportunities including class observation, adaptation to classroom conditions, planning and preparation. Guided teaching practice in Early Childhood Education.

Course Descriptions

ECE306 Visual Arts and Material Development (2-2)3

Definition, meaning and the purpose of visual arts. Art criticism, the history of the visual arts and aesthetic judgements. Preparation and application of different kinds of paints using different materials, such as crayons, water coloring, clay and ceramics. Construction of musical instruments and toys, puppets; finger puppet, cloth puppets, wooden puppet, string puppet by using waste materials. Principles and standards of toy construction, design of a kindergarten or playground.

ECE315 Children with Special Needs (2-2)3

Definition and history of special education, definition of being handicapped. The principles of special education, educational management and integration in special education. Education of exceptional children: Children with mental retardation, learning disorders, speech disorders, adaptation and behavioral disorders, visual disorders, hearing disorders, physical disorders and gifted children. Education of parents with exceptional children. The special education system in world and Turkey.

ECE320 Early Childhood Education for Sustainable Development (3-0)3

Sustainability related problems, children in early ages as problem solvers, critical thinkers and systems thinkers, contribution of early childhood education to a sustainable society, transforming education into a tool to reach more sustainable and just society, research in early childhood education for Sustainable Development, deepen insight about Education for Sustainable Development as a transdisciplinary approach to education of pre-service ECE teachers, integrating sustainability into ECE curriculum.

ECE325 Parent Involvement and Education (3-0)3

Effect of family on child development and learning; importance of intra-family relationships in psychological and social development of child; adult psychology.

ECE334 Digital Literacy for Early Childhood Teachers (3-0)3

Assisting early childhood teacher candidates to explore their perspectives on digital technologies within their personal and professional lives, and of children's use of digital technologies within and outside educational settings. Study of how digital literacy is framed in early years settings and ways to use digital technologies in purposeful, interest-driven ways. Teachers' roles in providing equal access to digital technologies for children.

ECE340 Classroom Management and Discipline in Ece (2-2)3

Study of organizing the preschool and kindergarten classroom environment including the students, time, space and materials and basic models of classroom of classroom management and discipline.

ECE348 Environmental Education in The Early Years (3-0)3

Concepts of environmental education in early childhood settings; developing child-nature relationship; theories and practices of early childhood environmental education; pedagogical approaches for early childhood contexts; awareness and understanding of environment and natural sources; education in natural play spaces; issues on living things, climate, pollution, waste management, biodiversity, water, soil, food cycle, energy, ecosystems and natural disasters; rethinking preservice teacher education.

ECE356 Outdoor Education in Early Years (2-2)3

The importance of outdoor education for young children, characteristics of ideal outdoor environment, risk and safety in outdoor environment, pedagogies related to nature-based education, the relation between sustainability and outdoor education, planning outdoor activities for young children and effective teacher strategies in outdoor environments.

ECE366 Teaching Methods in Early Childhood Education (3-2)4

Teaching methods that used in early childhood education; building strategic approach; collecting, scheduling, demonstrating, describing, encouraging, praising, helping, facilitating, grouping, modelling, questioning, recalling, telling and instructing, co-constructing, community building, decolonising, de-constructing, democratising, documenting, empowering, philosophizing, problem solving, scaffolding, reinforcing, task analysis.

ECE368 Culturally Responsive Early Childhood Education (2-2)3

Introduction to issues, ideas, practices and policies related to cultural dimension of education; theoretical, conceptual, and practical foundations of multicultural teaching in early childhood classrooms; supporting learning and teaching in culturally diverse early childhood classrooms; planning teaching and assessing young children in culturally responsive ways.

ECE409 Creativity and Children (2-2)3

Definition of creativity and related theories; properties of creative environment; relationship between creativity and art education; shape and concept development in art; development of drawing ability, color and proportion in children's art work, various creativity activities using re-cycled materials.

ECE410 Assessment and Evaluation in Ece (3-0)3

Understanding the role of measurement and assessment in educational process with special attention to observation and recording methods. To define educational goals and objectives in ways those facilitate curriculum planning and student evaluation. The means of observing and recording the behaviors of young children. To use observation methods to describe childrens behaviors by relating to developmental theories. Methods,

including anecdotal records, running records, time samples, and frequency charts to gather information for the development of a childrens development portfolio.

ECE411 Practice Teaching I (2-6)5

Field experience and teaching practice (minimum 12 weeks) including class observation, adaptation to classroom conditions, planning and preparation for teaching. Guided teaching practice in Early Childhood Education. Discussion of these applications in class (2 hours per week seminar at the university)

Prerequisite: ECE 303

ECE430 Practice Teaching II (2-6)5

Continuation of ECE 411

Prerequisite: ECE 411

ECE432 Gifted Children (3-0)3

A negotiation-based course designed to provide a theoretical understanding of gifted young children. Investigation of current research studies on gifted children education and their applications in classroom settings. To the extent practical, students are expected to develop activities for gifted young children.

ECE439 Child and Media (3-0)3

Throughout this course, media's role in child's cognitive, language, social and emotional development, media and childhood obesity, media violence, media and children's rights, the relationship among child, family and media, the relationship among child, school and media and media literacy are exposed to early childhood department students.

ECE440 Gender Equity in Early Childh.& Elementary Educ. (3-0)

Introduction of the theories and empirical research in the field of gender equity in education. Analysis of sources of the gender differentiation in early childhood and elementary classrooms. Discussion of gender equity in the classrooms.

ECE444 Looking Through STEM Education: Practices for Early Learning Environments (3-0)3

Children in early ages as problem solvers, critical thinkers, active investigators, innovators and creative thinkers. Nature of early childhood education. Focusing on each STEM discipline and underlining need of interdisciplinary approaches to education in the world. Helping to deepen insight about STEM as an interdisciplinary approach to education of pre-service ECE teachers. Designing and implementing STEM activities.

Course Descriptions

ECE445 Topics in Cognitive Development in Early Childhood (3-0)3

Biological, social, cultural bases of cognitive development. Nature of perception, development of memory and language. Symbols' role in thinking, individuals' role in learning to think on their own and problem solving. Analysis on the nature of recent studies in cognitive development in early childhood. Early childhood education and cognitive development.

ECE480 School Readiness and Transition to Elementary School (2-0)2

Definition of school readiness and contributing factors, different domains of school readiness; being physically, socially, emotionally, and cognitively ready to school, construction of classroom activities supporting healthy transition to elementary school. Examination of Elementary school curriculum and its comparison with early childhood education curriculum. Supporting young children's emergent literacy skills, and assessment of school readiness.

ECE481 Special Topics in Early Childhood Education (3-0)3

The concept of the childhood and the development of the child in historical process. The child and the child's judicial situation in the Turkish law systems. The concept of child rights. The history of child rights in the international law systems. United Nations children's rights treaty policies. The analysis of the core of every child rights item.



Graduate Curriculum

M.S. with Thesis in Early Childhood Education

ECE 500	Seminar in Early Childhood Education	NC
ECE 506	Quantitative Data Analysis in ECE	(3-0)3
ECE 509	Educational Inquiry & Ethics in ECE	(3-0)3
ECE 599	M.S. Thesis	NC

5 elective courses approved by the Department of Early Childhood Education.
Minimum 2 of the elective courses must be ECE coded.

Total minimum credit (ECTS): 21

Ph.D. in Early Childhood Education

ECE 600	Ph.D. Seminar in Early Childhood Education	NC
ECE 603	Advanced Educational Research & Ethics	(3-0)3
ECE 699	Ph.D. Thesis	NC

6 elective course(s) approved by the Department of Early Childhood Education. Minimum 3 of the elective courses must be ECE coded.

Total minimum credit (ECTS): 21

Students who did not get their Master's degree from the METU Early Childhood Education MS program must take ECE501 and ECE503 as must courses.

Doctoral qualification requirements consist of written and oral exams, submission of a portfolio, doctorate thesis.

Course Descriptions

ECE500 Seminar in Early Childhood Education NC

Current interests of students and synthesizing experiences. An interdisciplinary approach to explore current issues and problems in early childhood education, current happenings as they relate to the issues, and major research efforts to support programs.

ECE501 Historical and Theoretical Bases of Early Childhood (3-0)3

Different philosophical and psychological theories that form the foundation of early childhood education programs and practices. Historical events that influenced the direction and nature of the care and education of young children.

ECE502 Organizational and Administration of Early Childhood Program (3-0)3

Different organizational plans for early childhood programs. Discussion of school philosophy, goals, curriculum, housing, staffing, budget, and policies for admission, grouping, health, licensing requirements, and school-community relations.

ECE503 Advanced Child Theory (3-0)3

In depth study of theories and theoreticians of maturationist, behaviorist, psychoanalytical, cognitive and ecological and other modern theories.

ECE504 Embodied Learning in Education (3-0)3

This is an interdisciplinary course investigating the connection between mind and body. Embodied Learning can be defined as that which we learn through the experience of doing tasks with the body-through moving, breathing, and sensing. These embodied experiences are the source and context for thinking, speaking and imagining. Therefore, in this course, students will discover a) the definition and characteristic of embodied learning, b) the benefits of using an active curriculum, c) the ways movement tells us about how we learn and live, d) the ways how physical expression helps us understand ourselves, and e) the ways how we -as educators -can motivate learners to learn while moving and performing.

ECE505 Independent Study in Early Childhood Education (2-2)3

This course is a project-based course designed to provide the students with the opportunity to explore and study an area of early childhood education under the guidance of the instructor. The student is expected to produce a scholarly paper or a project related to the topic chosen and to make an oral presentation upon the completion of the paper or the project.

ECE506 Quantitative Data Analysis in Ece (3-0)3

This course focuses on understanding and application of basic concepts and principles of descriptive and inferential statistics pertaining educational research. Topics covered in this course include review of descriptive statistics, correlation and regression analysis, and comparisons of means.

ECE509 Educational Inquiry & Ethics in Ece (3-0)3

Research methods and ethics course provides opportunities for students to understand research process utilized and ethical issues considered while conducting educational research. Students are expected to design their own research during the course. Students will gain knowledge and understanding regarding quantitative, qualitative and mixed method approaches.

Graduate Curriculum

Integrated Ph.D. in Early Childhood Education

ECE 506	Quantitative Data Analysis in ECE	(3-0) 3
ECE 509	Educational Inquiry & Ethics in ECE	(3-0) 3
ECE 600	Ph.D. Seminar in Early Childhood Education	NC
ECE 603	Advanced Educational Research & Ethics	(3-0) 3
ECE 699	Ph.D. Thesis	NC

11 elective course(s) approved by the Department of Early Childhood Education.

Total minimum credit (ECTS): 42.00

Doctoral qualification requirements consist of written and oral exams, submission of a portfolio, doctorate thesis.

Course Descriptions

ECE519 Parent-Teacher-Child Relationships (3-0)3

To assist those in the field of early childhood education in the understanding and effective handling of questions arising from parent-child relationships and teacher-parent-child relationships. Through the use of readings, case histories, and data drawn from individual experiences, an understanding is sought of the dynamics of the most frequently encountered problems of children in classrooms. Development of methods of forming constructive relationships with children, parents, and ancillary school or social agency personnel.

ECE523 Techniques of Classroom Management and Child Study (3-0)3

Identifying and analyzing theories, programs, and essential components in classroom management. Exploring techniques for classroom teachers to use in developing a child study with emphasis on educational implications.

ECE544 Early Childhood Social and Moral Development (3-0)3

Advanced study of Piaget and Kohlberg's moral development focusing on early childhood children. A developmental perspective is applied to the study of behavioral patterns, feelings, and attitudes that early childhood children manifest in relation to other people. Topics include attachment, prosocial and antisocial behavior, gender development, and the consequences of social experience.

ECE553 Infants and Toddlers (3-0)3

Approaches, techniques, and materials to use in caring for infants and toddlers in a program setting. Methods for developing age-appropriate curricula and setting up environments. The components of quality care and education for children ages 0-3. Physical, motor, language, cognitive, social and emotional characteristics of infants and toddlers, enhancing and supporting their development through activities, instructional materials and environmental arrangements.

ECE554 Observing Young Children (3-0)3

The means of observing and recording the behavior of young children. To use observation methods to describe children's behavior by relating to developmental theories. Methods, including anecdotal records, running records, time samples, and frequency charts to gather information for the development of a student's children's development portfolio.

ECE599 M.S. Thesis NC

Master's Thesis

Course Descriptions

ECE600 Ph.D. Seminar in Early Childhood Education NC

This seminar course is designed to allow PhD candidates to engage in good empirical research practices in the social sciences. Lectures focus on assumptions and the logic underlying social research. The participants will become acquainted with a variety of approaches to research design, and are helped to develop their own research projects and to evaluate the products of empirical research.

Students will work individually to design a research project. Results will be presented orally to the peers at the end of the semester, with a final public presentation that is open to the entire university community.

ECE603 Advanced Educational Research & Ethics (3-0)3

This course gives emphasis on understanding advance research topics and ethical issues considered while conducting educational research. Throughout the course students expected to conceptualize analysis and interpreting quantitative and qualitative research problems, methods, data, data analysis, and reporting results.

ECE606 Classroom Management and Effective Discipline in Early Childhood and Elementary Education (3-0)3

Study and discussion of discipline and classroom management theories. Methods of establishing an effective early childhood and elementary classroom organization to promote appropriate behavior.

ECE612 Observing, Documenting and Assessing in Early Childhood (3-0)3

The purpose of this course is to help Ph.D. students in developing their skills and experience for observing and recording the behavior of young children. The course is designed to offer an opportunity for each student to use observation methods to describe children's behavior by relating to developmental theories. This course focuses on methods including anecdotal records, running records, time samples, event sampling, frequency charts, and portfolios.

ECE615 Current Research in Early Childhood Education (3-0)3

The course aims to help Ph.D. students to become familiar with early childhood research, and to understand the ways education research relates to practice and early care and education quality improvement. The course mainly focuses on the current state of theory and research on learning, instruction, and curriculum in early childhood education. There will be a review of selected studies that try to synthesize the research movements in early childhood education. Therefore, the course is expected to provide the graduate students with a sound understanding and critical perspective of the early childhood education research.

ECE618 Instructional Planning for Early Childhood Movement Education (3-0)3

An in-depth understanding of the common physical education instructional strategies used to teach preschool and elementary school age children. Special attention is focused on applying disciplinary and pedagogical knowledge in developing effective learning environments and experiences.

ECE620 Qualitative Research in Early Childhood Education (3-0)3

Study of qualitative research traditions; qualitative research with and about children, families, and early childhood education professionals; foundations of qualitative designs; collecting qualitative data in early childhood contexts; ethnographic research; school-ethnography; video-ethnography of education; action research in early childhood; approaches to analysis of qualitative data.

ECE651 Foundations and Contemporary Issues in Early Childhood Education (3-0)3

Foundations of educational programs and current research and practices related to the education of young children with an emphasis on sociological, cultural, historical, and philosophical factors. Examination of early childhood program improvements and revisions such as parent involvement, anti-bias curricula, the impact of technology and media, leadership, professionalism and child advocacy.

ECE652 International Early Childhood Education: Comparing Commonalities and Differences (3-0)3

Study and comparison of the education of young children in selected countries from a comparative perspective. Emphasis is on the historical progress and the curriculum models applied in these countries.

ECE657 Parenting and Parental Involvement in Early Years (3-0)3

In this course students will examine current theory, research and issues relevant to parents, and parenting throughout the lifespan as well as current research on parental involvement in early years. Throughout the course the students are planned to become knowledgeable about theory and research relevant to parenting, parent-teacher relationships from multiple perspectives; students will also have chance to compare, and contrast research in this area.

ECE658 Interpretive Research with Children (3-0)3

Study of sociocultural views on children and childhood; making sense of children's perspectives and experiences; designing research with and about children; recruiting child participants in research; methods of data collection with and from children; art-based data collection methods; analysis of data coming from children; critical issues in researching experiences of children from disadvantaged conditions; ethical challenges in researching children's experiences.

ECE666 Advanced Curriculum Study in Early Childhood Education (3-0)3

In-depth study of educators and philosophers, who have influenced early childhood curricula. Emphasis on the beliefs of Piaget, Dewey, Vygotsky, Montessori, Bruner, Gardner and how they influence each student's educational belief system.

ECE667 Play Theory in Early Childhood Education (3-0)3

Study of the concepts and uses of play in education based on theory, research, and teacher experience. Philosophical bases will be explored in defining and articulating educational play and its learning and developmental benefits.

ECE669 Program Development for Early Childhood Education (3-0)3

Current trends in planning, implementing, and assessing early childhood programs for children 0-6 years old. Emphasis is on developmentally appropriate practices, child-centered and play-based curriculum and inclusion.

ECE671 Media in the Lives of Children(3-0)3

Discussion of the role of digital media in the lives of children and their families, investigation of the relationship between the media culture and child's development. Current debates surrounding the issue will be discussed in light of the recent research findings.

ECE672 Interdisciplinary Approaches to Teaching in Early Years (3-0)3

The study of the roots of interdisciplinary education and interdisciplinary approaches to education in early years like the Project Approach, STEM Education and the Creative Curriculum.

ECE675 Emotional Development in Early Years(3-0)3

Discussion of types of emotions, adult responses to emotions parallel with cultural and/or personal expectations; ways of helping young children to control their emotions and ways of helping them to be resilient.

ECE677 Education for Sustainable Development: Theory and Practice for ECE (3-0)3

Study of the concept of sustainable development and producing ESD based materials in early childhood environments.

ECE699 Ph.D. Thesis NC

Program of research leading to Ph.D. degree, arranged between student and a faculty member. Students register for this course while the research program or write-up of thesis is in progress.

ECE5555 International Student Practice NC

For course details, see <https://catalog2.metu.edu.tr>.

Research Interests

The Department of Elementary and Early Childhood Education of METU has been contributing to the national and international literature and educational practices in the field of early childhood education through solid research and innovative teaching approaches. Our faculty has diverse research expertise in early childhood education with particular emphasis in the following areas: social and emotional development, gender equity, environmental education, education for sustainability, science education, mathematics education, STEM education, parent involvement, play pedagogy, movement education, media, and technology integration, and culturally responsive pedagogies.



Gender Equity in Early Childhood and Elementary Education

Gender equity in education refers to equal access to educational opportunities and learning practices for all children regardless of their gender. We are the first department in Turkey that offers a 'Gender Equity in Early Childhood and Elementary Education' course. Attitudes of preservice and in-service teachers toward gender roles and gender issues in play are specific areas in which our faculty produces quantitative and qualitative empirical studies, journal articles, conference proceedings, and research projects.

Science Education in the Early Years

Science education in the early years devotes attention to understanding the importance of science and the nature of science, developing a clear understanding of how children do, know, and learn science, and integrating science with other content areas and life as well as educational practices. Our faculty has been leading academic efforts to examine pre- and in-service early childhood teachers' beliefs, attitudes, perceptions, and practices regarding science teaching in early childhood education and publishing scholarly articles and book chapters.

Teaching and Teacher Education 25 (2009) 409–414

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journal homepage: www.elsevier.com/locate/tate

ELSEVIER

TEACHING AND TEACHER EDUCATION

A course on gender equity in education: Does it affect gender role attitudes of preservice teachers?

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Early Child Development and Care

Early Child Development and Care

ISSN: 0300-4430 (Print) 1476-8275 (Online) Journal homepage: <https://www.tandfonline.com/loi/gecd20>

Influences on Turkish early childhood teachers' science teaching practices and the science content covered in the early years

Refika Olgan

Routledge
Taylor & Francis Group

Parent Involvement in Early Childhood Education

Family and school systems grow by promoting each other. Thus, it is essential to understand how families interact with educational systems and how the nature of these relationships is reflected in society at large. In this context, we focus on practices with a critical perspective on parent engagement, partnership, involvement and education, and their relationship with children. The research area is vital as it supports and validates the importance of collaborative partnership between teachers, parents, and schools and defines strategies for involving parents and other family members in the education of young children.

Media in Early Childhood Education

Research in media in early childhood education explores media's role on children's cognitive, language, social and emotional development, childhood obesity, family mediation, and children's rights. Our studies focus on raising awareness of using media in the early learning setting, and within this scope, various graduate theses and scholarly articles have been produced. Our faculty is currently offering the 'Child and Media' course that engages our students in designing projects to provide better digital media experiences to young children and their families.



Hacettepe Üniversitesi Eğitim Fakültesi Dergisi (H. U. Journal of Education) 28(2), 408-428 [2013]



A Content Analysis on the Nutritional Portrait of the Breakfast Cereal Television Advertisements¹

Televizyon Reklamlarında Yer Alan Mısır Gevreği Ürünlerinin Besin Değerleri Üzerine Bir İçerik Analizi

Volkan ŞAHİN**

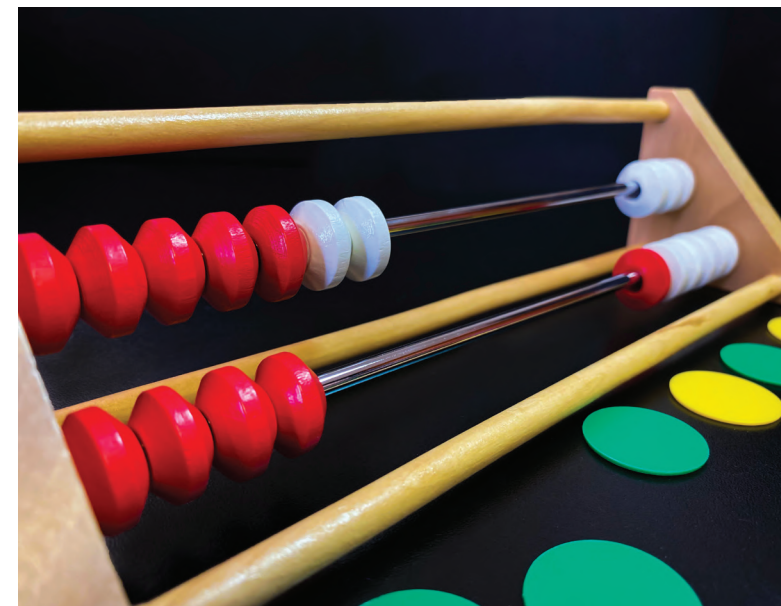
Play Pedagogy

Research in play pedagogy spans from play environments, play materials, the roles of adults in play, educational play, the beliefs of and attitudes toward play to playfulness, outdoor play, risky play. Regarding play pedagogy, our faculty has expertise in children's play experiences in and out-of-school contexts and cross-cultural play. Our faculty has been producing scholarly articles and book chapters and has opened a unique course entitled "Outdoor education in early years".



Early Childhood Mathematics

Research in early childhood mathematics encompasses young children's development of number sense, algebra, geometry, measurement, and data analysis. Our faculty has expertise in children's mathematical practices in and out-of-school contexts. From a social-justice-oriented perspective, our scholarly work is centered around the issues of access to high-quality mathematics education within culturally and linguistically diverse settings. Our faculty has been producing scholarly articles and has led national grants on supporting early childhood teachers' mathematics teaching.




Early Childhood Education for Sustainability

Early childhood education for sustainability functions as the initial step of dealing with the serious challenges the world currently faces, this area of study aims to equip young generations with the necessary skills, attitudes, values, and behaviors to build sustainable societies. The field focuses on socio-cultural, economic, and environmental sustainability. Our faculty has been exerting an academic effort to integrate sustainability into early childhood education by investigating children's views, beliefs, attitudes, and behaviors, as well as, pre-and in-service teachers, and parents. Our faculty has published articles in core international journals of the field as well as in general education journals.

Social and Emotional Development

Research in social and emotional development comprises the topics of social competence, social skills, the acquisition of values and morality, attachment, temperament, social cognition, prosocial behaviors, self-regulation, empathy, aggression, understanding and managing both one's own and others' emotions in early childhood. One of the subjects our faculty specializes in is the practices of preschool teachers to improve children's peer relations. In our department, we offer a must course on social and emotional development in the undergraduate program to support the professional development of preservice teachers. Our faculty has been producing articles on children's social and emotional development in high-impact journals.

**The Teacher Educator**
ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/utte20>

Investigating Early Childhood Preservice Teachers' Personal Teaching Efficacy and Outcome-Expectancy Beliefs Regarding Education for Sustainable Development in Turkey
Hasret Köklü Yaylacı & Refika Olgan

**Early Education and Development**
ISSN: 1040-9289 (Print) 1556-6935 (Online) Journal homepage: <https://www.tandfonline.com/loi/heed20>

Understanding the Gaps Between Turkish Teachers' Beliefs and Practices for Dealing With Preschoolers' Peer Relationship Problems
Çağla Öneren Şendil & Feyza Tantekin Erden

Technology Integration in Early Childhood Education

Technology integration is the use of technology to enhance and support children, parents, and teachers in early education environments. Our faculty is currently offering the "Digital Literacy for Early Childhood Teachers" course to support early childhood teacher candidates in expanding their perspectives on utilizing technologies within their personal and professional lives and help them to understand children's use of technology within and outside of educational settings by focusing digital literacy, digital rights and ethics, cross-platform learning, Web 2.0/3.0 learning tools, computer-assisted learning and blended learning.

STEM Education in the Early Years

STEM education, an educational approach to the integrative use of science, technology, engineering, and mathematics, has been integrated into educational systems in recent years. We deepen the scientific vision of this emerging area by conducting projects, teacher professional training, science fairs, and offering elective courses for pre-service teachers to support their understandings and practices of STEM education. The nature of STEM education, teacher perspectives on STEM education, child and parent perspectives on components of STEM education such as engineering design are some of the issues analyzed in detail in the studies we publish.

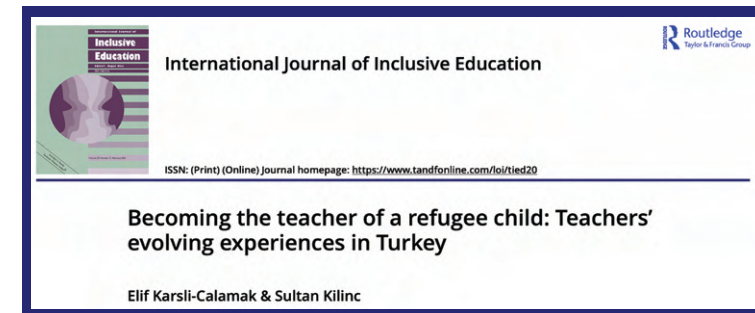
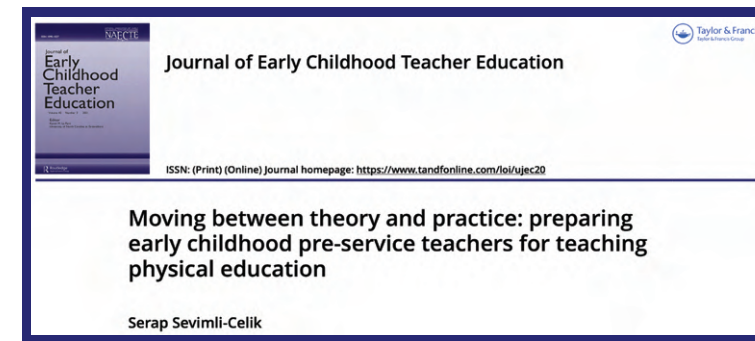


Movement Education

Movement education functions as a cornerstone of understanding the meaning and purpose of movement, having knowledge of methods for planning and integrating movement activities with other content areas and life, and analyzing the designs for movement. Our research in that area is centered around views and attitudes about movement education and designs for movement. Our faculty has been producing national and international articles and arranging workshops and seminars on supporting the movement in the early years.

Culturally Responsive Pedagogies

Culturally Responsive Pedagogy is an approach to teaching in which students' cultural and linguistic backgrounds are identified from an asset-based approach, and curricular decisions are made accordingly. Both in our teaching and research, we look at the intersections of social class, gender, ethnicity, language, (dis)ability, family structure, and belief systems as we consider young children's educational experiences. Our faculty is currently leading a European Commission Horizon 2020 Marie Skłodowska-Curie Actions grant on (TÜBİTAK 2236) supporting public school teachers working with refugee children and their families.



Faculty



Feyza Tantekin-Erden

Professor of Early Childhood Education

Ph.D: Florida State University, Early Childhood Education, Tallahassee, U.S., 2002

M.S.: Middle East Technical University, Sociology, Ankara, Turkey, 1998

B.S.: Middle East Technical University, Sociology, Ankara, Turkey, 1995

RESEARCH AREA:

Early childhood curriculum, social and emotional development, gender equity in education, play in early childhood.

PUBLICATIONS:

- Konca, A.S., & Tantekin Erden, F. (2021). Young Children's Social Interactions with Parents during Digital Activities at Home, *Child Indicators Research*, 14(4), 1365-1385.
- Altun, D., Tantekin Erden, F., & Hartman, D. K. (2021). Preliterate Young Children's Reading Attitudes: Connections to the Home Literacy Environment and Maternal Factors. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-021-01177-2>
- Altun, D., Tantekin Erden, F., & Snow, C. E. (2018). A multilevel analysis of home and classroom literacy environments in relation to preschoolers' early literacy development. *Psychology in the Schools*, 55, 1098-1120.



Refika Olgan

Professor of Early Childhood Education

Ph.D: Florida State University, Early Childhood Education, Tallahassee, United States of America, 2008

Ph.D. Minor: Florida State University, Educational Measurement and Statistics, Tallahassee, United States of America, 2008

M.S: Texas A&M University, Early Childhood Education, Commerce, United States of America, 2003

B.S.: Hacettepe University, Child Health and Education, Ankara, Turkey, 1994

RESEARCH AREA:

Science education, STEM education, environmental education, education for sustainable development, early childhood education for sustainability, teacher education, children's literature, and assessment and evaluation in the early years.

PUBLICATIONS:

- Olgan, R. (2020). *Erken Çocukluk Döneminde Çevre Eğitimi*. PEGEM Akademi (Editor).
- Feriver, Ş., Olgan, R., Tuncer, G., & Barth, M. (2019). System thinking skills of preschool children in early childhood education contexts from Turkey and Germany. *Sustainability*, 11(5), 1478.
- Feriver, Ş., Teksöz, G., Olgan, R., & Reid, A. (2016). Training early childhood teachers for sustainability: towards a "learning experience of a different kind" *Environmental Education Research*, 22(5), 717-746.



Hasibe Özlen Demircan

Assoc. Professor of Early Childhood Education

Post-doc: Ruhr-Bochum University, Faculty of Psychology, Bochum, Germany, 2012-2013

Ph.D.: Middle East Technical University, Elementary Education/Early Childhood Education, Ankara, Turkey, 2012

M.S: Middle East Technical University, Psychological Health and Counseling, Ankara, Turkey, 2008

B.Sc. Minor: Middle East Technical University, Psychology, Ankara, Turkey, 2005

B.S: Middle East Technical University, Early Childhood Education, Ankara, Turkey, 2005

RESEARCH AREA:

Parents and Parent Involvement in Education, STEM Education, Methods of Teaching in Early Childhood Education

PUBLICATIONS:

- Demircan, H. Ö. (2021). "How am I supposed to do this on my own?": A case study on perspectives of preschool teachers regarding integrative STEM practices. *Journal of Early Childhood Research*. doi: 10.1177/1476718X211052749
- Filik-Uyanık, R., & Demircan, H. Ö. (2021). Mass media and intensive mothering predict motivators of mother engagement in children's education. *Journal of Child and Family Studies*. Doi: 10.1007/s10826-021-02003-4
- Tantekin-Erden F. & Demircan, H. Ö. (2021). *Erken Çocukluk Döneminde Eğitim Yaklaşımları*. Eğitim Kitap (Editör).

Faculty



Volkan Şahin

Asst. Prof. Early Childhood Education

Ph.D: Indiana University, Department of Curriculum & Instruction, Bloomington, IN, USA, 2008

M.S: Indiana University, Department of Curriculum & Instruction, Bloomington, IN, USA, 2001

B.Sc: Gazi University, Department of Social Sciences Education Ankara, Turkey

RESEARCH AREA:

Media effects and role in Early Childhood Education, Technology Integration in Early Childhood Education, Early Childhood Teacher Education

PUBLICATIONS:

- Güneş G., & Şahin, V. (2020). Preschoolers' thoughts on the concept of time. The Journal of Genetic Psychology, 181(4), 293-317., DOI: 10.1080/00221325.2020.1753645.
- Güneş, G., & Şahin, V. (2019). The algorithm of mathematical modelling for learning styles of pre-school children, Education 3-13, 47:3, 277-292, DOI:10.1080/03004279.2018.1430844
- Şahin, V. (2013). A content analysis on the nutritional portrait of the breakfast cereal television advertisements. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 28(2), 408-428.



Serap Sevimli-Çelik

Asst. Prof. Early Childhood Education

Ph.D: Penn State University, Curriculum & Instruction, State College, USA, 2014

M.S.: Middle East Technical University, The Department of Physical Education & Sports, Ankara, Turkey, 2008

B.Sc: Middle East Technical University, Early Childhood Education, Ankara, Turkey, 2005

RESEARCH AREA:

Teacher Education (in-service & pre-service), Movement Education, Embodied Learning, Active Designs (indoors & outdoors), Play Pedagogy, Cross-cultural Play, Creativity.

PUBLICATIONS:

- Sevimli-Celik, S. (2020). Moving between theory and practice: Preparing early childhood pre-service teachers for teaching physical education. Journal of Early Childhood Teacher Education. <https://doi.org/10.1080/10901027.2020.1735588>
- Ata-Akturk, A., & Sevimli-Celik, S. (2020). Creativity in Early Childhood Teacher Education: Beliefs and Practices. International Journal of Early Years Education. <https://doi.org/10.1080/09669760.2020.1754174>
- Sevimli-Celik, S. (2018). Active Designs for Movement in Early Childhood Environments. In: Brewer H., Renck Jalongo M. (eds) Physical Activity and Health Promotion in the Early Years. Educating the Young Child (Advances in Theory and Research, Implications for Practice), vol 14. Springer.



Elif Karslı-Çalamak

Asst. Prof. Early Childhood Education

Ph.D: University of Georgia, Early Childhood Education, USA, 2014

B.S. (Minor): Middle East Technical University, Industrial Design, 2009

B.S.: Middle East Technical University, Early Childhood Education, 2009

RESEARCH AREA:

Underserved children's mathematical practices in and out-of-school contexts; Social justice issues in education in refugee hosting contexts; Family, school and community relationships; Qualitative research methodologies

PUBLICATIONS:

- Karslı Çalamak, E., & Kılınc, S. (2021). Becoming the teacher of a refugee child: Teachers' evolving experiences in Turkey. International Journal of Inclusive Education. 25(2), 259-282.
- Karslı Çalamak, E., & Allexsaht-Snyder, M. (2020). Manifestations of mathematics within the power dynamics in a pre-k classroom. Teachers College Record, 122(9), 1-42..
- Valencia Mazzanti, C., & Karslı Çalamak, E. (2020). Kind of interrupting: Teachers of Young Children Understanding Mathematics Learning and Linguistic Diversity. International Journal of Qualitative Studies in Education. doi.org/10.1080/09518398.2020.1829740





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