Course Syllabus

Code - Course Title	**İEÖ531 - Teaching-Learning Models and Teaching Strategies to H.H.C.I**
Course Type	I. SEMESTER
Laboratory + Practice	4+0
ECTS	**6.0**
Language of Instruction	Türkçe
Course Type	Required Courses
Course Instructor(s)	DOÇ. DR. ELİF AKAY

Mode of Delivery	The mode of delivery of this course is Face to face
Prerequisites	There is no prerequisite or co-requisite for this course.
Courses Recomended	There is no recommended optional programme component.

Recommended Resources	Ambruster B, Lehr E, Osborn J (2006). Put reading first: The research building blocks for teaching children to read. National Institute for Literacy web-site: http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf. Beaty JJ, Pratt L (2003). Early literacy in preschool and kindergarten. New Jersey: Pearson Education, Inc.Browne A (1996). Developing language and literacy 3-8. London: Paul Chapman Publishing Ltd.Clark M (2007). A practical guide to quality interaction with children who have a hearing loss. Oxfordshire: Plural Publishing, Inc. Coates J, Sutton-Spence R (2001). Turn-taking patterns in deaf conversation. Journal of Sociolinguistics. 5(4): 507–29.Cole EB, Flexer C (2007). Children with hearing loss developing listening and talking. Oxfordshire: Plural Publishing, Inc. Cooper JD (1997). Literacy: Helping children construct meaning (3rd ed.). Boston: Houghton Mifflin Company. Creswell JW (2005). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (2nd ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.Dowaliby FJ (1992). The effects of adjunct questions in prose for deaf and hearing students at different reading levels. American Annals of the Deaf. 137: 338-344.Duncan J (1999). Conversational skills of children with hearing loss and children with normal hearing in an integrated setting. Volta Review. 101(4): 193-211. Fields MV, Groth LA, Spangler KL (2004). Let’s begin reading right (5th ed.). New Jersey: Pearson Education, Inc.Geers AE (2002). Factors affecting the development of speech, language, and literacy in children with early cochlear implantation. American Speech-Language-Hearing Association. 33: 172-183. Girgin Ü (2005). İşitme engelli çocuklarda bireyselleştirilmiş okuma eğitimi [Individualized reading instruction for hearing impaired children]. The Turkish Online Journal of Educational Technology-TOJET. 4(3): 143-150. Girgin Ü (2006). Evaluation of Turkish hearing impaired students’ reading comprehension with the miscue analysis inventory. International Journal of Special Education. 21(3): 68-84. Girgin Ü (2012). Phonic-based sentence method for students with hearing impairment: A case study from Turkey. Saarbrücken: LAP Lambert Academic Publishing.Gürgür H, Girgin Ü, Uzuner Y (2012). İşitme engelli bir öğrenci ile gerçekleştirilen bire bir söyleşilerde öğretmen yeterliliklerinin incelenmesi [The examination of teacher competencies in one-to-one conversations with a hearing impaired student]. Türk Eğitim Bilimleri Dergisi. 10(3): 507-39. Heilman AW, Blair TR, Rupley WH (2002). Principles and practices of teaching reading (10th ed.). New Jersey: Merrill/Prentice Hall. Kargın T, Akçamete G (1991). Bireyselleştirilmiş eğitim programı, işitme engelliler ve okuma [Individualized education program, hearing impaired people and reading]. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi. 24(1): 151-160.Kelly LP (2003). Considerations for designing practice for deaf readers. Journal of Deaf Studies and Deaf Education. 8: 171-186.Lertsukprasert K, Cheewareungroj W (2010). Listening and speaking ability of Thai deaf children in preschool aural rehabilitation program. J. Med Assoc Thai. 93(4): 474-80.Llyod J, Lieven E, Arnold P (2001). Oral conversations between hearing-impaired children and their normally hearing peers and teachers. First Language. 21: 83-107.Mahon M (2009). Interactions between a deaf child for whom English is an additional language and his specialist teacher in the first year at school: Combining words and gestures. Clinical Linguistics & Phonetics. 23(8): 611-29.
Work Placement	N/A

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Development of language skills of children with hearing loss	

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 2		Teaching-learning models literature review	
Week - 3		Teaching-learning models literature review	
Week - 4		Teaching-learning models literature review	
Week - 5		Use of materials in instructional applications	
Week - 6		Use of materials in instructional applications	
Week - 7		Examination of instructional strategies	
Week - 8		Examination of instructional strategies	
Week - 9		The strengths and waknesses of different assessment methods	
Week - 10		Assessment strategies	
Week - 11		a general evaluation of the classroom practices	
Week - 12		a general evaluation of the classroom practices	
Week - 13		a general evaluation of the classroom practices	
Week - 14		a general report of the classroom practices	

Learning Outcomes

#	Learning Outcome
1	Explain the development of language skills of children with hearing loss.
2	Explains teaching-learning models.
3	Explain the importance of using material.
4	Explains instructional strategies.
5	Explains the evaluation methods.
6	Makes practices that support the development of language skills.

Sustainable Development Goals

No content has been provided.

Course Theme

No content has been provided.

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	0	0	0
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	0	0	0
Ödevler	0	0	0
Proje - Rapor - Sunum Hazırlama	0	0	0
Ara Sınav Hazırlığı (sınav süresi dahil)	0	0	0
Final Sınavı Hazırlığı (sınav süresi dahil)	0	0	0
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0	0	0
Staj Uygulaması	0	0	0
		Calculated ECTS	**0**

Assessment Method and Passing Requirements

No content has been provided.

Assessment Method and Passing Requirements	Quamtity	Percentage (%)
1.Midterm Exam	1	40
Final Exam	1	60
	Sum (%)	**100**