## Ders İzlencesi

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| **Ders Kodu - Ders Adı** | **OSE502 - İki Kere Farklılık: Üstün Zekâlı Otizm Spektrum Boz. Olan Ç.** |
| **Ders Türü** | II.Yarıyıl |
| **Teori + Uygulama** | 3+0 |
| **AKTS** | **6.0** |
| **Ders Dili** | Türkçe |
| **Ders Türü** | Seçmeli Dersler |
| **Öğretim Elemanları** | DOÇ. DR. GÜLDEN BOZKUŞ GENÇ |

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| **Dersin Veriliş Biçimi** | Yüz-yüze |
| **Dersin Verildiği Yer** | Okulda |
| **Kullanılan Eğitim Platformları** | Yüz Yüze |
| **Önkoşullar** | - |
| **Önerilen Dersler** | - |

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| **Önerilen Kaynaklar** | Adıgüzel, O. C. (2016). Eğitim programlarının geliştirilmesinde ihtiyaç analizi el kitabı. Ankara: Anı Yayıncılık.Altrichter, H., and Holly, M. L. (2005). Research diaries. B. Somekh and C. Lewin (Eds.), In Research methods in the social sciences (pp. 24-32). Thousand Oaks: Sage Publications.American Psychiatric Association (APA). (1994). DSM-IV: Diagnostic and statistical manual of mental disorders. Washington (DC): American Psychiatric Association.American Psychiatric Association (APA). (2013). DSM-V: Diagnostic and statistical manual of mental disorders. Washington (DC): American Psychiatric Association.Asperger, H. (1944). "Die autistischen psychopathen" im kindesalter. European Archives of Psychiatry and Clinical Neuroscience, 117(1), 76-136Assouline, S. G., Foley-Nicpon, M., Colangelo, N., and O'Brien, M. (2008). The paradox of giftedness and autism: Packet of Information for Professionals (PIP)–Revised (2008). Connie Belin and Jacqueline N. 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| **Staj & Uygulama** | - |
| **Dersin Amacı** | Bu dersin amacı, öğrencilerin özel yetenek ve otizm spektrum bozukluğunun birlikte görüldüğü iki kere farklı bireylerin özelliklerini, tanılama ve değerlendirme süreçlerini, eğitim gereksinimlerini ve karşılaşabilecekleri güçlükleri anlamalarını; bu bireylerin gereksinimlerine yönelik farklılaştırılmış öğretim ve destek uygulamalarını incelemelerini sağlamaktır. Ayrıca öğrencilerin konuya ilişkin bilimsel alanyazını sistematik biçimde tarama, bilimsel makaleleri okuma ve özetleme, araştırma bulgularını eleştirel olarak değerlendirme ve akademik sunum yapma becerilerini geliştirmeleri amaçlanmaktadır. |

## Ders İzlencesi

| Haftalar | Öğrenme Çıktıları | Konular | Öğretim Yöntemleri |
|---|---|---|---|
| 1. hafta | ÖÇ-1 ÖÇ-5 | İki Kere Farklılık: Özel yetenek ve gelişimsel yetersizlik. kavramsal ve kuramsal temelleri | Anlatım, Soru-Yanıt, Tartışma, Beyin Fırtınası, Araştırma-İnceleme |
| 2. hafta | ÖÇ-5 | Özel Yetenek ve Dikkat Eksikliği ve Hiperaktivite Bozukluğu | Anlatım, Soru-Yanıt, Tartışma, Araştırma-İnceleme, sunum |
| 3. hafta | ÖÇ-8 | Özel Yetenek ve Özel Öğrenme Güçlüğü | Anlatım, Soru-Yanıt, Tartışma, Araştırma-İnceleme, sunum |
| 4. hafta | ÖÇ-2 | Özel Yetenek ve Otizm Spektrum Bozukluğu | Anlatım, Soru-Yanıt, Tartışma, Araştırma-İnceleme, sunum |
| 5. hafta | | Ara sınav | |
| 6. hafta | ÖÇ-2 | Üstün Yetenek ve Otizm Spektrum Bozukluğu olan Çocukların Tanılanması ve Değerlendirilmesi | Anlatım, Soru-Yanıt, Tartışma, Araştırma-İnceleme, sunum |
| 7. hafta | ÖÇ-3 | Üstün Yetenekli Otizm Spektrum Bozukluğu Olan Çocukların Eğitim Gereksinimleri | Anlatım, Soru-Yanıt, Tartışma, Araştırma-İnceleme, sunum |
| 8. hafta | ÖÇ-3 | Üstün Yetenekli Otizm Spektrum Bozukluğu Olan Çocukların Eğitim Gereksinimleri:Bilişsel gereksinimleri, Sosyal iletişim ve etkileşim gereksinimleri, | Anlatım, Soru-Yanıt, Tartışma, Araştırma-İnceleme, sunum |
| 9. hafta | ÖÇ-7 | Üstün Yetenekli Otizm Spektrum Bozukluğu Olan Çocukların Eğitim Gereksinimleri: Planlama ve organizasyon sorunları, Duyu bütünleme sorunları | Anlatım, Soru-Yanıt, Tartışma, Araştırma-İnceleme, sunum |
| 10. hafta | ÖÇ-3 | Üstün Yetenekli Otizm Spektrum Bozukluğu Olan Çocukların Eğitim Gereksinimleri: İlgi Alanları Yönetimi | Anlatım, Soru-Yanıt, Tartışma, Araştırma-İnceleme, sunum |
| 11. hafta | ÖÇ-3 ÖÇ-6 | Üstün Yetenekli Otizm Spektrum Bozukluğu Olan Çocuklarda Farklılaştırılmış Öğretim | Anlatım, Tartışma, Araştırma-İnceleme, sunum |
| 12. hafta | ÖÇ-4 | Üstün Yetenek ve Otizm Spektrum Bozukluğu Olan Çocuklarla İlgili Yapılmış Araştırmaları Sistematik Derleme | Araştırma-İnceleme, Belge/Metin/Veri İncelemesi/Analizi, sunum |
| 13. hafta | ÖÇ-6 | İki Kere Farklılık Alanındaki Bilimsel Araştırmaları Değerlendirebilir ve Araştırma Bulgularını Akademik Bir Sunumla Paylaşma | Araştırma-İnceleme, sunum |

## Öğrenme Çıktıları

| # | Öğrenme Çıktıları |
|---|---|
| 1 | İki kere farklılık kavramını açıklar. |
| 2 | Üstün zekâ ve otizm spektrum bozukluğu gösteren öğrencilerin tanılama ve değerlendirmesini tartışır. |
| 3 | Üstün zekâ ve otizm spektrum bozukluğu gösteren öğrencilerin eğitimlerine ilişkin yaklaşımları açıklar. |
| 4 | Üstün zekâ ve otizm spektrum bozukluğu gösteren çocuklarla ilgili yapılmış araştırmalardan sistematik derleme makalesi yazar. |
| 5 | Özel yetenek tanımlar. Sınıflama, tanılama ve özellikleri hakkında bilgi sahibi olur. |
| 6 | İki kere farklılık alanındaki bilimsel araştırmaları eleştirel bir bakış açısıyla değerlendirebilir ve araştırma bulgularını akademik bir sunumla paylaşabilir. |
| 7 | İki kere farklı bireylerin eğitim gereksinimlerini ve karşılaşabilecekleri güçlükleri (planlama, organizasyon, duyu bütünleme ve ilgi alanlarının yönetimi gibi) tartışabilir. |
| 8 | Özel yetenek ve özel öğrenme güçlüğü kavramlarını ve bu özelliklerin birlikte görüldüğü bireylerin temel özelliklerini açıklayabilir. |

## Sürdürülebilir Kalkınma Amaçları

✓ Nitelikli Eğitim

## Dersin Teması

✓ Eğitim Bilimleri ve Eğitim Teknolojileri

## AKTS İş Yükü

| Etkinlik | Süre (Saat) | Sayı | İş Yükü |
|---|---|---|---|
| Teorik Derse Katılım | 10.00 | 10 | 100 |
| Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı) | 5.00 | 5 | 25 |
| Ödevler | 3.00 | 3 | 9 |
| Proje - Rapor - Sunum Hazırlama | 4.00 | 2 | 8 |
| Ara Sınav Hazırlığı (sınav süresi dahil) | 2.00 | 1 | 2 |
| Final Sınavı Hazırlığı (sınav süresi dahil) | 0.00 | 0 | 0 |
| Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.) | 0.00 | 0 | 0 |
| Staj Uygulaması | 0.00 | 0 | 0 |
| | | **Hesaplanan AKTS** | **6.0** |

## Ölçme ve Değerlendirme

✓ Çoktan Seçmeli Test ✓ Ödev ✓ Sunum