Ders İzlencesi

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

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

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