



**TED UNIVERSITY
FACULTY OF EDUCATION**

EGEP 355 TRADITIONAL CHILD GAMES

(2-0-0)2 Credits/3 ECTS, Spring 2021-2022

Course Information

Schedule: EGEP 355_01 Wednesday 16:00 – 18:00

Location:

Instructor Information

Instructor: Assoc. Prof. Dr. Tülin HAŞLAMAN
Office: D110
Office phone: 0312 585 0179
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Office hours: Tuesday 13.00-15.00 & By Appointment (please put EGEP 355 in the subject of ALL email correspondence)

Course Description

Traditional children's games and their educational, cultural value; remembering these games which do not exist or in danger of extinction in Turkish culture; definition, importance, rules of these games; games played in groups or with adults; effects of traditional games on developmental areas; Planning and application of these games.

Extended Course Descriptions

Definition of Traditional Children's Games, their purpose. Examples of Traditional Children's Games, Activities in Game Teaching and tools that can be used. Teaching psychomotor skills. Game concept, classification, game features, importance. Game Theories. Game selection and teaching. Traditional Children's Games and Culture. Measurement and evaluation in Physical Education and Game Teaching. Game teaching and application examples. Game teaching and application examples. Game teaching and application examples.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe traditional children's games
2. Compare traditional games played in groups and adults
3. Discuss the contribution of traditional games on development
4. Apply traditional children's games

Course Materials

Online course management system: If you do not have one yet, please create an account at <http://moodle.tedu.edu.tr/>. The Moodle site for this course is named **2022S_EGEP_355_SEC01** Please use Moodle actively for this class.

Textbooks & Readings:

- Kaminski, R. And Sierra, J. (1995). Children's Traditional Games: Games from 137 Countries and Cultures Paperback .ORYX

**This syllabus and schedule are subject to change.*

- Handan Asude Başal (2018). Türkiye’de geleneksel çocuk oyunları. Morpa Yayınları Dunn, D. S.,
- [Geleneksel Çocuk Oyunları - GELENEKSEL ÇOCUK OYUNLARI \(gelenekselcocukoyunlari.com\)](http://gelenekselcocukoyunlari.com)
- Aypay, A. (2016). Investigating the role of traditional children’s games in teaching ten universal values in Turkey. *Eurasian Journal of Educational Research*, 16(62).
- Gules, F., Unuvar, A., Demir, E., & Etlioglu, M. (2021). A survey on children's games projects in turkey between the years 2006-2018. *Global Journal of Arts Education*, 11(1), 38-47.
- Orak, S., & Ferah, G. (2020). Adaptation of traditional children's games to social studies course: STEM course design for teachers. *Cypriot Journal of Educational Sciences*, 15(6), 1422-1438.
- Baran, G., & Erdogan, S. (2007). Children’s games in Turkish culture. *Journal of Qafqaz University*, (20).

Student Workload (Total 85 Hrs)

Lectures 28, Course Readings 12, Hands-on Work 102, Web Search 8, Report on a Topic 18, Oral Presentation 12, Development of a game 12, Total 100 (4 ECTS)

Learning Activities

Telling/Explaining, Discussions/Debates, Reading, Demonstrating, Video Presentations, Oral Presentations/ Reports, Drama/Role Playing

Course Requirements

Within the scope of the course, the evaluation will be done through tasks, forum discussions, digital storytelling project, web tools, quizzes, and final reflection report. The percentages are as follows:

Course Requirements	Weight
Class Activities	30%
Reflection Report	30%
Development of a game	40%
TOTAL	100 %

Percentage scores	Grade points	Grades
100%		A
100-90	4.00	AA
89-85	3.50	BA
84-80	3.00	BB
79-75	2.50	CB
74-70	2.00	CC
69-60	1.50	DC
59-50	1.00	DD
49-0	0.00	F
0	0.00	FX

1. **Class Activities (30 %) (10+10+10):** Participation during class time is important. 3 activities will be done in the class period (details will be explained in class time).
2. **Reflection Report (30%):** It covers the investigation of a traditional children's play from different developmental perspectives. It is expected that they will be able to conduct an examination in which the effects of the child's physical, psychomotor, cognitive, affective, social, emotional, cultural and language development are evaluated (details will be explained in class time).

3. **Development of a game (40 %):** Students, in groups of 2, design and implement an original educational game for any acquisition in the Curriculum. The game played is evaluated together with all participants. Based on the game played, discussions are held on different activities that can be alternatives.

Please note that all of your assignments must be formatted in compliance with the publication style guidelines spelled out in:

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th Edition)*. Washington, DC: Author.

Assessment Methods	Course Learning Outcomes
Class Activities	#1, #2, #3, #4
Reflection Report	#1, #2, #3, #4
Development of a game	#1, #2, #3, #4

COURSE POLICIES

TEDU Principles of Academic Integrity (<https://student.tedu.edu.tr/en/student/principles-of-academic-integrity>) should be considered during the TEDU life and also life long TED University upholds the open-mindedness and diversity of ideas as essential to the foundation and development of an academic community. In this regard, students are encouraged to discuss about their courses, researches and assignments with their instructors and classmates. These discussions and exchange of ideas are the core elements of academic life. Endeavored by this freedom they had, members of the academic community trust each other and work in collaboration. In order to maintain the ongoing viability of this academic environment and to safeguard the proper use of resources, ideas and knowledge, TED University has adopted the academic integrity policies as given below.

I. Professionalism

Includes regular attendance in class, timely completion of assignments / readings, and active participation in all activities and discussions.

II. Plagiarism / Academic Dishonesty

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and s/he plagiarizes it, you are considered as guilty as the one who has plagiarized your work since you enabled the plagiarism to take place. Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly! For all rules and requirements of APA citations, please consult the 6th edition of the Publication Manual of the American Psychological Association.*

c. Read the academic honesty contract. By signing this contract, you certify that you have read, understood and complied to agree with all rules and regulations of academic honesty.

III. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

IV. Attendance

This course requires your regular participation, attendance, and punctuality. It is expected that you attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about the emergencies prior to class. ***Exceeding 20% of attendance (3 weeks / 6 hours) will result a half letter grade reduction.*** The TEDU policy concerning attendance will be followed strictly.

V. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. In all other cases, there will be a 10% point-reduction per day for late work, and the assignment will not be accepted after three days late.

VI. Extra Credit

There is no rewriting or extra credit offered in this course.

VII. Class Participation

Class participation is an integral part of this course. Classes may involve watching movies, reading, questioning, discussions/debates, video presentations, field trips, observation, reflection, demonstrating, poster presentations, hands-on work, group work, collaborating, educational games, problem solving, library/web research projects, class presentations, and written assignments.

VIII. Class Readings

Please read the assigned readings prior to class so that you may participate fully in the course discussions.

IX. Announcements

All announcements will be made on the Moodle site for this course. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to stay informed.

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Tentative Course Schedule	
Week	Topic
Week 1 14-18 February	Meeting the students and overview of the course
Week 2 21-25 February	Definition, importance, rules of games
Week 3 28 February- 4 March	Traditional children's games in folklore (such that name games, competitive games, street games, confidence games, adaptation games)
Week 4 7-11 March	Educational, cultural value of traditional children's games
Week 5 14-18 March	Remembering the forgotten or in danger of extinction games in Turkish culture
Week 6 21-25 March	Definition, importance, rules of traditional children's games
Week 7 28 March- 1 April	Rules of traditional children's games
Week 8 4-8 April	Traditional children's games played with adults and groups
Week 9 11-15 April	The effect of traditional games on the developmental areas of children
Week 10 18-22 April	MID-TERM EXAM
Week 11 25-29 April	The effect of traditional games on the developmental areas of children
2-6 May	Ramazan Bayramı
Week 12 9-13 May	Project presentations
Week 13 16-20 May 19 Mayıs	Project presentations
Week 14 23-27May	Project presentations
	FINAL

*This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all the changes.

STUDENT SERVICES INFO: Basic information about psychosocial support services offered for students at TEDU

- ***Specialized Support and Students with Disabilities:*** Students who may require specialized support due to a disability affecting mobility, vision, hearing, learning, mental or physical health should consult with Specialized Support and Disability Coordinator, or visit the website at <https://www.tedu.edu.tr/tr/main/engelsiz-tedu>
- ***Student Counseling Centre:*** The Student Counseling Centre is a service mandated with providing crisis intervention and supportive listening services to the campus community. A major part of fulfilling that mandate is raising awareness of our service so that students know they are never alone in dealing with problems. For further information and/or questions, you can contact Sila Deniz Beyarslan, sdeniz.beyarslan@tedu.edu.tr, Office 165, or visit SCC website at <http://csc.tedu.edu.tr/>
- ***TEDU COPS:*** TED University Coronavirus Psychosocial Support Team was established in order to facilitate coping with the psychological, social, familial, academic, and professional difficulties that may arise due to adverse conditions associated with COVID-19 pandemic for TEDU students and employees. TEDU COPS aims to provide psychosocial support for TED University students and employees during the coronavirus outbreak. To this end, the team aims to provide support at the early stages of a possible crisis, activate and strengthen your coping strategies, and provide information on support resources. For further information and/or questions, visit their website at <https://copes.tedu.edu.tr/>