

Sept. 1975

Preschool Education I - ED 101-3

This course is an introduction to preschool methods and is concerned with the role of the teacher in planning a creative learning environment to meet the psycho-social, motor and cognitive needs of the preschool child. Development of techniques and skill in the observing and recording of behavior is an ongoing activity begun in this section of the program.

Course Goals

1. To provide the student with knowledge of the Bay Nurseries Act as it pertains to playroom and playground.
2. To provide the student with the information which will enable him/her to set up a creative learning environment for preschool children.
3. To develop in the student the ability to write meaningful observations of the behavior of preschool children.

Course Objectives

1. The student will develop skill in assessing the nursery school environment in terms of physical and psychological space, of equipment and materials which meet the developmental needs of the children, and in terms of cultural and personal values.
2. The student will acquire a knowledge of nursery school curriculum and activities.
3. The student will develop ability to understand and practice child study skills through the observation and recording of child behavior.

Methodology

Lecture, assigned readings, discussion, films and workshops will be used to fulfill the above objectives.

The student will write assigned observations relating to the child and his experience.

Practice teaching in the preschools will give the student an opportunity to integrate theory and practice.

Reading cards are required for assigned background reading of books and/or articles.

A picture file related to the child's world and curriculum areas is to be begun and developed throughout the two-year program.

Texts:

1. The Nursery School, Katherine Read, W.M. Saunders, 1971
2. Ideas the Work for Young Children, Katherine Read Baker, NAEYC, 1972
3. Observing and Recording the Behavior of Young Children, Cohen and Stern, TC Press.

PRESCHOOL EDUCATION I and II

METHODOLOGY * Continued

The second semester will be devoted to a study of learning through play. The student will consider the application of Piaget's theory of social and cognitive development of children to program areas to encourage the child's creative attitude to learning, and to facilitate his language development and understanding of his environment. In this connection, students will be required to submit to the class, and then in a nursery school, a concrete learning device.

This device should be designed to improve perception or to extend a concept of an individual child or small group. This may be your original piece of equipment or an adaptation of material already in the school (for example, using a piece of equipment in a way it was not designed to be used).

Write a brief description of your device, outlining what you expect the child's response and learning will be. Class presentation will assist in streamlining or tidying-up your idea. You will then present it in a nursery school, making notes of the child's response. Finally, you will write up the presentation experience, and make your own assessment of its success in terms of your original goal.

FINAL ASSESSMENT

- 30% - Observations are evaluated in terms of the student's ability to write about an activity, on the ability to discriminate between objective and subjective evaluations, and on the ability to relate incidents observed to academic readings.
- 10% - Reading cards are assessed in terms of the quantity and quality of notations. Variety is important as well as cross-references.
- 15% - First semester examination.
- 10% - Book reviews are evaluated in terms of knowledge and understanding of the book, and on the ability to handle or promote discussion of the topic.
- 10% - Educational device: care and thoughtfulness in planning are essential. The post-presentation analysis is an important part of the evaluation.
- 25% - Final examination
- 100% - Final Grade

BIBLIOGRAPHY

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- Hartley, Frank and Goldenson, Understanding Children's Play, Columbia University, 1967.
- Hymes, James, Behavior and Misbehavior, Prentice-Hall, 1955.
- Jameson, Kenneth, Preschool and Infant Art, Studio Vista, London, 1971.
- Johnson, Harriet M., The Art of Blockbuilding, Bank St., 1966
- Haupt, Dorothy, Science Experiences in the Nursery School, NAEYC
- Hochman, Vivienne, Science Experiences in Early Childhood, Bank Street, 1969
- Kellog, Rhoda, The Psychology of Children's Art, Random House, 1967
- Kritchevsky & Prescott, Planning Environments for Young Children, NAEYC, 1969
- Leeper, etc., Good Schools for Young Children, Macmillan, 1968.
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- Pitcher & Ames, The Guidance Nursery School, Harper and Row, 1964
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- Read Baker, K., (Ed.), Ideas that Work with Young Children, NAEYC, 1972
- Rubadeau & Athey, Educational Implications of Piaget's Theory, Ginn, 1970
- Sharp, Evelyn, Thinking is Child's Play, Avon, 1969

EARLY CHILDHOOD EDUCATION

PRESCHOOL EDUCATION I and II

This course is an introduction to the study of preschool education. During the first semester we will examine the role of the teacher in planning a creative learning environment to meet the physical, social, emotional and cognitive needs of the preschool child. During the second semester we will examine the role of the teacher as mediator between the young child and the learning environment. Techniques and skill in the observing and recording of behavior in young children will be studied and practiced in both semesters.

OBJECTIVES:

The student must be able to demonstrate through examinations, written assignments, projects, seminars, class discussion and practice, the ability to:

- 1) assess the nursery school environment in terms of
 - physical and psychological space
 - equipment and materials which meet the needs of children
 - human relationships within the setting (child-child, child-teacher, teacher-teacher, etc.)
 - cultural and personal values

- 2) apply a knowledge of child growth and development to the nursery school curriculum and activities in order to enhance the child's learning through play.

METHODOLOGY:

Readings, discussions, seminars, films and workshops will be used to fulfill the above objectives.

Practice teaching in the nursery school will give the student an opportunity to integrate new knowledge into experience.

The student will write assigned observations relating to the child and his experience.

Small groups of students will work with instructor in planning and presenting workshops in various program areas and play activities during the first term.

Students will begin their collections of pictures, songs, stories, and ideas as aids to curriculum planning. Collection to be assessed in terms of variety and organization at end of each semester.

Students will submit reading cards of books as read. Books chosen should relate to course material.

One book review is to be presented to the class by each student for information and discussion. The book chosen must be approved by the instructor. Presentations will begin at the start of the second semester.

