

## EARLY CHILDHOOD EDUCATION

ED 102 - 3 Preschool Education - 2nd semester

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The role of the teacher as mediator and facilitator in the learning environment will be considered in the context of the child learning through play activities. Developing specific learning materials and presenting them in a preschool setting will be a concrete aspect of working as facilitator of the child's learning.

### Course Goals

1. To provide the student with the knowledge and understanding of the wide scope for learning which play activities offer to children while meeting their developmental needs.
2. To provide the student with knowledge of the teacher's role in facilitating children's learning through acting as mediator between the child and the environment.
3. To provide the student with an overview of some of the major writings relating to play activities and the teacher's role in the nursery.
4. To further develop the observing and recording techniques used in understanding children's behavior.

### Course Objectives

The student will:

1. Demonstrate an understanding of and ability to work as mediator between the child and the learning environment.
2. Demonstrate a knowledge of how children learn and be able to apply this knowledge in specific learning encounters.
3. Develop a concrete piece of educational equipment which will enhance a child's understanding and/or perception.
4. Demonstrate an awareness of the literature relating to preschool education through seminar presentations and reading cards.
5. Participate in workshops presented to the class in various program areas such as blocks, art, science, water, sand....
6. Present an organized picture file relating to aspects of the young child's experience.

### Texts

1. The Nursery School, Katherine Read, W.M. Saunders, 1971
2. Ideas that Work for Young Children, Katherine Read Baker, NAEYC, 1972
3. Observing and Recording the Behavior of Young Children, Cohen & Stern, Teachers College Press, 1958

Methodology

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

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

Presentation of teaching materials developed by the student will give him/her an opportunity to integrate theory and practice.

Reading cards are required for assigned background reading of books reviewed in seminar.

A picture file related to the child's world and curriculum areas, begun in the first semester, is to be submitted for evaluation February 24.

**Learning device:** This piece of equipment or material should be designed to improve perception or to extend a concept of an individual child or small group. This may be an 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).

Use the attached form for the written part of the assignment. Before using the device in the nursery school, you will present it to the class. This discussion should assist you in streamlining or tidying up your idea, perhaps clarifying some aspect of your presentation.

Your presentation to the children will be supervised by the instructor.

Finally, you will write up the presentation experience, and make your own assessment of its success in terms of your original objectives.

**Reading card:**

File Category	References
Title	to
Author	other
Publisher, Date	readings
A brief resume of the author's main ideas	
Your assessment of the ideas, what they mean to you personally	

Syllabus

- Week 1 - The Role of Play in Learning  
K. Read: pp. 169 - 175  
Assignment : p. 175, Projects la, b, c, d.
- Week 2 - The Role of the Teacher  
K. Read: pp. 177 - 187  
Assignment: pp. 187, 188 Projects la, b, c, d, e, f.
- Week 3 - Sensori-motor competencies  
K. Read: pp. 194 - 205  
Assignment: Observation
- Week 4 - The Intellectual Content of Play: Organizing Sensory Impressions  
Assignment: p. 242, Project 1
- Week 5 - Block Workshop  
Film
- Week 6 - Water Play Workshop Sand Play Workshop  
Film
- Week 7 - Mid-term Exam.  
Assignment: Picture File Due
- Week 8 - Science Workshop  
Field Trips for science and social studies  
Assignment: p. 243, The Sciences, Q. 1, 2, 3.
- Week 9 - Dramatic Play and The role of the teacher  
Language development in dramatic play  
Film  
Assignment: Language and Literature, Q. 3  
Observation
- Week 10 - Presenting Learning devices to class
- Week 11 - " " "
- Week 12 - Dealing with hostility, anger and aggression  
3 articles on aggression

Syllabus Continued

Week 13 - Dealing with hostility, anger, and aggression continued

Assignment: observation

Week 14 - Finish seminars, and review

Week 15 - Final exam. Reading cards due.

The book review seminars will be presented during the 1-hour sessions each week. Students will sign up for their time on the class chart. If for some reason your seminar is postponed, it is your responsibility to notify the instructor before class time.

Each student makes a reading card for each book reviewed

Each student will present the learning device to a child or small group of children in the nursery school during the time set aside for observation on your class schedule. You will sign up for your time on the class chart. Your device must be written up and presented to the class before it is presented in the nursery school.

Students organizing the workshops will do so with the instructor well before scheduled date for workshop.

Evaluation

- 20% ~~30%~~ - Observations - 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% - *Picture File*
- 10% - Reading cards - assessed on the basis of quantity and quality of notations. Variety is important as well as cross-references.
- 10% - First semester exam
- 10% - Book review seminar - evaluated in terms of knowledge and understanding of the book, and on the ability to handle or promote discussion.
- 15% - Educational Device - care and thoughtfulness in planning are essential. The post-presentation analysis is an important part of the evaluation.
- 25% - Final examination

100%

- A = 80 +
- B = 70 - 79
- C = 60 - 69
- I = Incomplete, see handbook
- R = Repeat, see students' handbook

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Children's Names

Age

School \_\_\_\_\_

EDUCATIONAL DEVICE

1. Learning objectives:

2. Materials used and construction procedure:

3. Vocabulary to develop:

4. Presenting Procedure:

You may use the back of the page or other sheets of paper to answer section 5. and 6 .

5. Description of actual presentation:

6. Evaluation:

Did you meet your objectives?

Do you recommend any changes in construction of the device or in the presentation to the children?

Child's Name	Age	School	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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