

EARLY CHILDHOOD EDUCATION

COURSE OUTLINE

COURSE TITLE: Preschool Education

COURSE NUMBER: ED 102-3

INSTRUCTOR: Beverley Poitevin

Spring '78.

Course Philosophy

This course is designed to help students develop an understanding of the interdependence of human relations and curriculum content, to help students internalize the concept of the "whole" in the learning environment.

Course Goals

1. 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.
2. 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.
3. To provide the students 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 behaviour.

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, written book reviews, and reading cards.
5. Present an organized picture file with cross references and ideas for use, relating to aspects of the young child's experience.
6. Present an organized "idea file" including art and snack recipes, and ideas for art, movement or field trip activities, with cross references where applicable.
7. Participate in workshops presented to the class in various program areas such as blocks, art, science, water, sand ...

Texts

1. "The Nursery School", Katherine Read, W.M. Saunders, 1971.
2. "Ideas that Work ^{with} ~~for~~ Young Children", Katherine Read Baker, NAEYC, 1972.
3. "Observing and Recording the Behaviour of Young Children", Cohen and Stern, Teachers College Press, 1958.

Methodology

Lectures, 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 or given in written presentation. File is to be submitted for evaluation April 18th.

A picture file related to the child's world and curriculum areas, begun in the first semester, is to be submitted for evaluation Feb. 28th.

The idea file for each student's own resource, begun in the first semester, is to be submitted for evaluation March 8th.

Written book reviews due April 5th.

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

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.

Written assessment due April 12.

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?

SYLLABUS

Week 1

- A. Evaluation forms. Set up book seminars, picture, reading card, idea files.
- B. -Understanding behaviour.
-Dramatic play and the role of the teacher
-Language development in dramatic play
-Role playing

C. Assignments

Readings: K.R. pp. 279-301
K.R. pp. 357-367

Projects: K.R. p. 367

Article: Creative Dramatics

Week 2

- A. ~~XXXXXXXXXX~~
- B. Dealing with hostility, anger and aggression

C. Assignments:

Readings: K.R. pp. 303-321; 337-356
E.B. pp. 176-196

Projects: K.R. p. 321, #1 or 2 and 3.
K.R. p. 356, #2 and 3

Articles: Aggressiveness in Children
Dominion in Children's Play

Week 3

- A. ~~XXXXXXXXXX~~
- B. Loss and Death

C. Assignments:

Articles: Effects of Experience with Loss
and Death Among Preschoolers.

A Matter of Life and Death

- Week 4
- A. Seminars
 - B. The Process of Learning
Sensori-motor Experiences
 - ✓ C. Assignments
Readings: K.R. pp. 208-223
K.R. pp. 224-248
Projects: K.R. p. 223
- Week 5
- A. Seminars
 - ✓ B. Organizing Sensory Impressions
 - C. Assignments
Projects: K.R. p. 273, #1&2
- Week 6
- A. Seminars
 - B. Block Workshop
 - ✓ C. Film
- Week 7
- A. Seminars
 - B. Mid-term Exam
 - ✓ C. Assignment: Picture card file due.
- Week 8
- A. Seminars
 - B. Water Play, Sand and Grains Workshop
 - C. Film
- Week 9
- A. Seminars
 - ✓ B. Cooking Workshop
 - C. Assignment: Idea File due
- Week 10
- Presenting Learning Devices to class
- Week 11
- Presenting Learning ~~Devices~~^{ing} Devices to class

- Week 12
- A. Seminars
 - B. Science Workshop
Field trips for Science and Social studies
 - C. Assignment: Written Book Reviews due
Projects: K.R. p. 273, #1,2,3
- Week 13
- A. Seminars
 - B. Assignment: Learning Device Description of Presentation and Evaluation
- Week 14
- A. Seminars
 - B. Final Exam
 - C. Assignment: Reading cards due
- Week 15
- A. Complete discussions
 - B. Review
 - C. Evaluation

The book review seminars will be presented during the one hour sessions each week. 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. The device must be written up and presented to the class before it is presented in the nursery school.

Evaluation

- 25% - Observations and projects 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.
- 5% - Reading cards are assessed in terms of quantity and quality of notations. Variety is important as well as cross references.
- 5% - PICTURE FILE is assessed in terms of quality of pictures. Quantity, variety, and notations of suggestions for use are important as are cross-references.

Evaluation (continued)

- 5% - IDEA FILE is assessed in terms of quantity, quality and variety.
- 10% - First semester exam
- 10% - Book Reviews - seminar or written presentation - 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 = 85+
- B = 75-84
- C = 60-74
- I = Incomplete
- R = Repeat