

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: HISTORY AND PHILOSOPHY OF PRESCHOOL EDUCATION

Code No.: ED 203

Program: EARLY CHILDHOOD EDUCATION PROGRAMME

Semester: THIRD

Date: FALL, 1986

Author: KATHY NIELSEN

New: \_\_\_\_\_ Revision: X \_\_\_\_\_

APPROVED: N. Koch N. KOCH  
Chairperson

Aug. 18/86  
Date

**COURSE DESCRIPTION:**

ED 203 - Historical approaches to the education and development of the child and their influences will be examined, as well as a comparative study of contemporary programmes.

**COURSE PHILOSOPHY:**

In order to develop a useful educational perspective and philosophy of preschool education for our time, the evaluation of ideas about early childhood education in western civilization is traced, and relevant writings are examined.

**COURSE OBJECTIVES:**

This course is designed to give the student historical knowledge and understanding of the attitude toward children and their development and education, with a view of helping the student compare and evaluate some of the major contemporary programs and to develop a personal philosophy of preschool education.

**COURSE GOALS:**

The student will:

1. Assess their own past learning experiences in relation to the influence of schools, books, teachers, peers, family, society, media, etc.
2. Examine the reasons why we need a philosophy of education.
3. Acquire a historical perspective of child development views and practices and their influence on contemporary programs.
4. Demonstrate a knowledge of the various major contemporary philosophies of education and the programs reflecting these approaches.
5. Develop a personal philosophy of preschool education.

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Instructor: Kathy Nielsen

**FACILITATION OF LEARNING:**

- will be undertaken through essay, slides and films, lecture, research seminar, and development of personal philosophy of early childhood education.

**ASSIGNMENTS:**

1. In-class essay as described in Goal 1.
2. Seminar Presentation, sample assessment sheet attached. Research material and summary handout to be submitted on seminar day.
3. Projects will be community oriented and will require a written follow-up as to how the project was organized, carried through and completed. Group proces is important.
4. Final tape presentation of student's personal philosophy of early childhood education. The format and information should be suitable for presentation to a parent's group. Minimum time: 10 minutes. Tape due **November 28, 1986**.

**EVALUATION:**

Seminar (evaluation sheet attached)	30%
Projects and write-ups	15%
Participation	15%
Tape presenting own philosophy	40%
Tape (presentation breakdown)	
Style	5%
Communication: coherence, consistency	10%
Presentation: voice clarity (5), pace (5), orientation (5)	15%
Validity of position	<u>10%</u>
	40%

- A = 85+
- B = 75 - 85%
- C = 60 - 74%
- I = Incomplete
- R = Repeat Course

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SEMINAR PRESENTATION EVALUATION FORM

Seminar Leader's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Score each of the three sections relative to maximum possible points and add up total score.

- 1. Understanding and "coverage" of topic.  
(35 points maximum) \_\_\_\_\_
- 2. Research and resource utilization.  
(i.e. library research, comparison of theories and/or methodologies, use of "hand-out" or audio-visual materials) (35 points maximum) \_\_\_\_\_
- 3. Presentation and class involvement.  
(30 points maximum) \_\_\_\_\_

TOTAL SCORE = \_\_\_\_\_

COMMENTS: (ADVICE FOR LEADER; SEE CHECKLIST ON OTHER SIDE)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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NAMES OF STUDENTS WHOSE PARTICIPATION WAS SIGNIFICANT AND VALUABLE:  
(include own if applicable)

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COMMENTS: \_\_\_\_\_  
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\_\_\_\_\_

**I CONTENT**

Rank the leader for the following characteristics or abilities, from 1 (low) to 5 (high):

1. thorough grasp of subject: \_\_\_\_\_
2. ability to organize presentation logically, with supportive facts: \_\_\_\_\_
3. adequacy of illustrations: \_\_\_\_\_
4. clarity of expression: \_\_\_\_\_
5. ability to convey an understanding of concepts dealt with: \_\_\_\_\_
6. ability to summarize: \_\_\_\_\_
7. flexibility: \_\_\_\_\_
8. ability to answer questions: \_\_\_\_\_
9. ability to listen well: \_\_\_\_\_
10. ability to provide a warm, accepting, open climate: \_\_\_\_\_
11. ability to get students to express feelings about subject: \_\_\_\_\_
12. ability to formulate and use questions: \_\_\_\_\_
13. ability to pick up non-verbal cues: \_\_\_\_\_
14. ability to recognize conflict: \_\_\_\_\_
15. ability to handle overparticipant: \_\_\_\_\_
16. ability to stimulate group thinking by reflection, questioning, clarifying, linking: \_\_\_\_\_
17. ability to lead students to an answer: \_\_\_\_\_
18. ability to resolve controversy: \_\_\_\_\_
19. ability to provide information, data: \_\_\_\_\_
20. ability to keep discussion on-topic: \_\_\_\_\_
21. respect for student's rights to express opinions different from own: \_\_\_\_\_
22. sense of humour: \_\_\_\_\_
23. enthusiasm: \_\_\_\_\_
24. telling or showing students that they have responded well: \_\_\_\_\_
25. ability to bring discussion to a definite and/or conclusion: \_\_\_\_\_

**II METHOD**

Rank items where applicable:

1. creativity of methods used: \_\_\_\_\_
2. appropriateness of resources used: \_\_\_\_\_
3. role-play: \_\_\_\_\_
4. appropriateness of A.V. materials: \_\_\_\_\_
5. tape-recording: \_\_\_\_\_
6. skill in using the chalkboard: \_\_\_\_\_
7. appropriateness of exercises: \_\_\_\_\_
8. involvement of participants: \_\_\_\_\_