

Sept./78

Instructor: K. Nielsen

Course Outline

ED 203 - History and Philosophy of Preschool Education

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 programs.

Course Philosophy

In order to develop a useful educational perspective and philosophy of preschool education for our time, the evolution 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 to 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.

- Texts:
1. Contemporary Influences In Early Childhood Ed.  
Ellis D. Evens  
Holt, Rindhart, Winston
  2. The Preschool in Action  
R. Parker  
Allyn & Bacon, 1972

Readings and other text lists attached for material relating to seminars.

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

Seminar topic to be chosen from list attached and presented to class in chronological order.

- Assignments:
1. In-class essay as described in Goal 1
  2. Seminar Presentation, sample assessment sheet attached Reading cards of research materials are 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.
  4. Final tape presentation of student's personal philosophy of early childhood education. The format and information should be suitable for presentation to a parents' group. Minimum time: 10 minutes. Tape due December 7/78

Evaluation

Seminar (evaluation sheet attached)	30%
Projects and Write ups	20%
Participation	10%
Tape presenting own philosophy	40%
Tape (presentation breakdown)	
Style	5%
Communication	10%
coherence, consistency	
Presentation voice clarity, (5),	15%
pace, (5), orientation (5)	
Validity of position	<u>10%</u>
	40%

A = 85 + %

B = 75 - 84%

C = 60 - 74%

I = Incomplete

R = Repeat Course