

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: HISTORY AND PHILOSOPHY OF PRESCHOOL EDUCATION

Code No.: ED 203-3

Program: EARLY CHILDHOOD EDUCATION PROGRAM

Semester: THIRD

Date: SEPTEMBER 1989

Author: KATHY NIELSEN

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

APPROVED:

K. O'Sullivan for H. Kael  
Chairperson

June 30/89  
Date

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Course Outline: ED 203

History and Philosophy of Preschool  
Education

Instructor: Kathy Nielsen

### COURSE DESCRIPTION

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 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.

### FACILITATION OF LEARNING

This 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 Presentations will be presented in class (along with class summary sheet to be handed out on assigned date). These seminars will be universal philosophies students will choose (teacher approved) from list provided.

3. Projects based on the Text will be assigned throughout the course. Due dates will be issued at the time.
4. Specific philosophies will be studied and compared to presently operated community programs. In-class projects may be assigned at the discretion of the instructor.
5. 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 December 4, 1989.

TEXT

Who Am I in the Lives of Children. Feeney/Christensen and Moravcik, Third Edition.

EVALUATION

Seminar	-	20%
Projects and write-ups	-	15%
Participation	-	10%
Tape presenting own philosophy	-	40%
Tests	-	15%
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%

COLLEGE GRADING SYSTEM

90% - 100%	=	A+
80 - 89	=	A
70 - 79	=	B
60 - 69	=	C
Below 60	=	R (Repeat Course)

SEMINAR TOPICS

1. Pestalozzi
2. Froebel
3. MacMillans and Infant School Movement
4. Montessori
5. Dewey, Franklin
6. Bank Street - Harrier Johnson, C. Pratt
7. Gesell, Spock
8. Waldorf School, Rudolf Steiner
9. Behaviour Modification, Skinner
10. Jerome Bruner, Carl Rogers, Keith Osborn
11. Free School Movement - Summerhill, Everdale
12. Canadian Philosophies and Influences
13. John Holt
14. Child Care in Other Cultures
15. Glen Nimicht, Oralie McPhee
16. David Weikhart
17. Piaget
18. Berierter, Englemann
19. Summerhill
20. Burton White
21. Kubbutz

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Growing Up Free: Raising Your Child in the 80's: Letty Cottio Pogrebin: Bantam  
McGraw: D 07 050370-2

Perinatal Risk and Newborn Behaviour: Lepsitt, Lewis P. ED: Ablex Pub. Corp.  
RJ 251 I53 1981