

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

COURSE OUTLINE

Course Title: HISTORY AND PHILOSOPHY OF PRESCHOOL EDUCATION

Course No.: ED 203

Program: EARLY CHILDHOOD EDUCATION

Semester: THIRD

Date: SEPTEMBER 1990 Previous date: SEPTEMBER 1989

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APPROVED:

K. Oshasaria

DATE:

June 29/90

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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 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.

Instructor: Education
K. Nielsen

- SVT ~~ABDUCTION~~ ~~OF~~ ~~COURSE~~ ~~OUTLINE~~ and explanation of student responsibilities
- B - Examine philosophies of local preschools
 - C - Begin to explore your thoughts and feelings as a teacher of young children
 - D - Explore the history of preschool education
 - E - Research philosophers of early childhood education through the ages e.g. Plato, Aristotle, Luther, Erosmus, Comenias, William Petty, John Locks, Jean Rousseau, Petozzi and Freidrich Froebel
 - F - Explore personal core values and ethics of early childhood education
 - G - Discover the importance of the role of the parent, the environment and age appropriate materials
 - H - Develop an awareness and philosophy of multicultural experiences for preschoolers
 - I - Develop a philosophy of guidance and discipline

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.

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3. In order to develop an understanding of yourself as a teacher of young children, various projects will be assigned using "Who Am I In the Lives of Children". These projects will relate to the philosophy of community placements as well as to your own.

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 **November 30, 1990**.

TEXT

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

EVALUATION

Seminar	-	25%
Projects and write-ups	-	20%
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%

COLLEGE GRADING SYSTEM

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

Course Outline: ED 203

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

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
EARLY CHILDHOOD EDUCATION PROGRAM

EVALUATION

1. **ORGANIZATION, FORM**

- a) well-developed introduction and conclusion
- b) used notes as back up and not excessive reading
- c) seems to flow and has directions
- d) correct and consistent quotations
- e) correct sentence structure
- f) well rehearsed
- g) used terminology presenter understands
- h) able to clarify points to audience
- i) hand outs on time and pertinent

2. **KNOWLEDGE AND USE OF HISTORICAL INFORMATION**

- a) accuracy of information
- b) inclusion of essential information
- c) absence of irrelevant information

3. **COMPREHENSION OF THE TOPIC**

- a) sustained discussion of topic
- b) good selection of source material re the topic
- c) ability to point out the major issues and related problems
- d) ability to see the topic in context

4. **SYNTHESIS AND JUDGMENT**

- a) a clear philosophy statement
- b) the use of a wide variety of evidence to support the philosophy
- c) a logical inter-relations of ideas
- d) ability to "weigh" the issues and evidence in the development of conclusions

5. **SUMMARY**

- a) On time
- b) General comments

EVALUATION

ORGANIZATION, FORM

KNOWLEDGE AND USE OF
REFERENCE INFORMATION

COMPREHENSION OF THE TOPIC

SYNTHESIS AND JUDGMENT

SUMMARY

25 possible marks

GRADE _____