

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 1992 Previous date: SEPTEMBER 1991

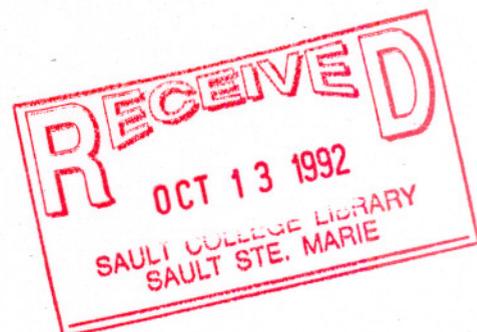
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APPROVED:

K. DeRosario
Kitty DeRosario, Dean
Human Sciences and Teacher Ed.

DATE:

May 29/92



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 GOALS

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 OBJECTIVES

The student will:

1. assess his/her 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.

SYLLABUS

Week 1-14

- A - Introduction of course outline and explanation of student responsibilities
- B - Examine philosophies of local preschools as well as develop a philosophy of your own
- C - Begin to explore your thoughts and feelings as a teacher of young children
- D - Quiz
- E - Explore the history of preschool education (Through-out course)
- F - Research philosophers of early childhood education through the ages e.g. Plato, Aristotle, Luther, Erosmus, Comenias, William Petty, John Lock, Jean Rousseau, Pestalozzi and Freidrich Froebel (on going)
- G - Test
- H - Explore personal core values and ethics of early childhood education
- I - Discover the importance of the role of the parent, the environment and age appropriate materials
- J - Develop an awareness and philosophy of multicultural experiences for the "Canadian Child"
- K - 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). The seminars will be based on universal philosophies. Students will choose topic (teacher approved) from list provided.

3. In order to develop an understanding of yourself as a teacher of young children, various projects will be assigned using "Child Care and Education". 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 **December 4, 1992**

TEXT

"Child Care and Education, Canadian Dimensions", Isobel M. Doxey, Nelson Canada.

EVALUATION

Seminar	-	20%
Projects and write-ups	-	15%
Participation	-	10%
Tape presenting own philosophy	-	40%
Test (s)	-	15%
Tape (Presentation Breakdown):		
Style	-	5%
Communication:		
Coherence, Consistency	-	10%
Presentation:		
Voice clarity(5), pace(5), orientation(5)	-	15%
Validity of Position	-	10%
		40%

COLLEGE GRADING SYSTEM

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

SPECIAL NEEDS NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

1. Pestalozzi
3. MacMillans and Infant School Movement
4. Montessori
5. Dewey, Franklin
6. Bank Street - Harriet 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. Kubbutz
21. Headstart
22. Native Movement
23. Patty Smith