

COURSE OUTLINE

January, 1979

Preschool Education ED 102-3

Instructor: Leah Bannerman

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Course Philosophy

This course is designed to help students develop an understanding of the interdependence of human relations and curriculum content, to help students internalize the concept of the "whole" in the learning environment.

Course Goals

1. To provide the student with knowledge of the teacher's role in facilitating children's learning through acting as mediator between the child and the environment.
2. To provide the student with the knowledge and understanding of the wide scope for learning which play activities offer to children while meeting their developmental needs.
3. To provide the student with an overview of some of the major writings relating to play activities and the teacher's role in the nursery school.
4. To further develop the observing and recording techniques used in understanding children's behavior.

Course Objectives

The student will:

1. Demonstrate an understanding of and ability to work as mediator between the child and the learning environment.
2. Demonstrate a knowledge of how children learn and be able to apply this knowledge in specific learning encounters.
3. Develop a concrete piece of educational equipment which will enhance a child's understanding and/or perception.
4. Present an organized picture file with cross references and ideas for use, relating to aspects of the young child's experience.
5. Present an organized "idea file" including art and snack recipes, and ideas for art, movement or field trip activities, with cross references where applicable.
6. Participate in workshops presented to the class in various program areas such as blocks, art, science, water, sand . . . . .

Texts

1. The Nursery School, Katherine Read, W.M. Saunders, 1971.
2. Observing and Recording the Behavior of Young Children, Cohen & Stern, Teachers College Press, 1958

Methodology

Lectures, assigned readings, discussions, seminars, films and workshops will be used to fulfill the above objectives.

The student will write assigned observations relating to the child and his experience. These observations will be due one week from date of assignment. Presentation of teaching materials developed by the student will give him/her an opportunity to integrate theory and practice.

A picture file relating to the child's world and curriculum areas, begun in the first semester, is to be submitted for evaluation Wednesday, February 28, 1979.

The idea file for each student's own resource, begun in the first semester, is to be submitted for evaluation on Wednesday, March 7, 1979.

Learning Device

This piece of equipment or material should be designed to improve perception or to extend a concept of an individual child or small group. This may be an original piece of equipment or an adaptation of material already in the school (for example, using a piece of equipment in a way it was not designed to be used).

Use the attached form for the written part of the assignment. Before using the device in the nursery school, you will present it to the class. The ensuing discussion should assist you in streamlining or tidying up your idea, perhaps clarifying some aspect of your presentation.

Your presentation to the children will be supervised by the instructor.

Finally, you will write up the presentation experience, and make your own assessment of its success in terms of your original objectives.

Written assessment due April 18.

This assignment must be typewritten.

SYLLABUS

Week 1

- A. Introduction to Course. Set up Workshop groups, learning device presentation dates.
- B. The Process of Learning - sensori-motor experiences
- C. Assignments  
 Readings: K.R. pp. 208 - 232  
*done* Article: Teaching children as they play  
 Projects: K.R. p. 223

Week 2

- A. Observing Children at Play
- B. Organizing Sensory Impressions
- C. Assignments:  
*done* Readings: K.R. pp. 232 - 272  
 Article: Cognitive Goals in the Nursery School  
 Projects: K.R. p.273, Nos. 1 & 2

Week 3

- A. Film: Dramatic Play
- B. Understanding behavior, dramatic play and the role of the teacher  
 Language development in dramatic play, role playing
- C. Assignments  
*done* Readings: K.R. pp. 279 - 301  
 K.R. pp. 357 - 367  
 Projects: K.R. p.367

Week 4

- A. Group Discussion - Problem solving
- B. Dealing with hostility, anger and aggression
- C. Assignments  
 Readings: K.R. pp. 303 - 321; 337 - 356  
 Projects: K.R. p. 321, # 1 or 2, and 3  
 K.R. p. 356 # 2 and 3  
 Articles: Aggressiveness in Children  
 Dominion in Children's Play

Week 5

- A. Group discussion - Problem solving
- B. Loss and Death - Guest Speaker
- C. Assignments:  
 Articles: Effects of Experience with Loss and Death  
 Among Preschoolers  
 A Matter of Life and Death  
 Coping with Death

Feb. 5 + 7

Week 6

*done* Feb. 12 + Feb. 14

- Week 7 A. Learning Device Presentations Feb 19, 21  
B. Block Workshop  
C. Film
- Week 8 A. Learning Device Presentations  
B. Water Play and Sand Workshop, Film. 26, 28  
C. Picture file due, Wednesday, February 28, 1979
- Week 9 A. Learning Device Presentations  
B. Cooking Workshop  
C. Assignments: Idea file due
- Week 10 A. Learning Device Presentations March 12, 14  
B. Table Toys | workshop - written presentation typed.  
C. Assignment  
Article: Table Toys, an undeveloped resource  
Break
- March 16-23
- Week 11 A. Presentation of Learning Devices 26, 28  
B. Sciencing  
C. Assignment  
Articles: Sciencing with Young Children.  
Bring to class for science workshop, an interesting science experience or useful information for science project
- Week 12 A. Presentation of Learning Devices April 2, 4  
B. Science Workshop  
C. Assignment  
Projects: K.R. p. 273, # 1, 2, 3.
- Week 13 A. Film 9, 11  
B. Final Examination, April 11, 1979
- Week 14 A. Workshop  
B. Film, group discussion and problem solving  
C. Learning Device, Description of Presentation and Evaluation Due
- Week 15 A. Integrative Seminar  
B. Review Exam.  
C. Evaluation of course

Evaluation

- 25 % - Observations and projects are evaluated in terms of the student's ability to write about an activity, on the ability to discriminate between objective and subjective evaluations, and on the ability to relate incidents observed to academic readings.
- 10 % - PICTURE FILE is assessed in terms of quality of pictures. Quantity, variety, and notations of suggestions for use are important as are cross-references. Assessment sheet from first semester is to be placed in the front of the picture file when it is submitted.
- 5 % - IDEA FILE is assessed in terms of quantity, quality and variety.
- 10 % - Midterm exam
- 10 % - Workshop presentation, and tests relating to workshop
- 15 % - EDUCATIONAL DEVICE - Care and thoughtfulness in planning are essential. The post-presentation analysis is an important part of the evaluation
- 25 % - FINAL EXAMINATION

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100 %

- A = 85+
- B = 75 - 84
- C = 60 - 74
- I = Incomplete
- R = Repeat

