

Course Outline

PROGRAM: Early Childhood Education
COURSE TITLE: Preschool Education COURSE NUMBER: Ed 102-3
COURSE DESCRIPTION: Beverley Browning *Beverley Browning* DATE: Jan. '82
Jaye Hamer
J.H.

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. Present an organized "reading card file" of assigned and related readings.
7. Participate in workshops presented to the class in various program areas such as blocks, art, science, water, sand

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, April 6/83.

The idea file for each student's own response, begun in the first semester, is to be submitted for evaluation on Wednesday, April 18/83.

The reading card file, begun in the first semester, is to be continued and submitted for evaluation on Wednesday, April 20, 1983.

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 adaption 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.

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 May 4, 1983.

THIS ASSIGNMENT MUST BE TYPEWRITTEN.

Syllabus:

- WEEK A. Introduction to course
 Set up workshop groups, learning device, presentation dates
- B. Assignment
 Readings: Read/Patterson p.p. 187-210, p.p. 231-244
 Ministry Leaflet 18

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Syllabus continued...

- WEEK 2
- A. Understanding Behavior
- foundations for feeling secure and confident
 - influence of adults
 - helping the child recognize feelings of self and others
 - expressing feelings in acceptable ways
 - children's needs differ from adults' needs
- B. Small-Group Problem Solving
- C. Assignments
- Readings: Read/Patterson p.p. 211-230
Project: p. 243
- WEEK 3
- A. Dramatic Play
- role playing
 - kits
- B. Small-Group Problem Solving
- C. Readings: Read/Patterson p.p. 263-274
- Project: p. 230 #'s 1, 2 & 3
- WEEK 4
- A. The Function of Play
- value
 - TV and play
 - as a growth process
- B. Observing and Recording
- C. Assignment:
- Readings: Articles: "Play as Growth Process".
"Play as an Avenue of Intellectual Development"
"Sesame Street: Magic or Malevolence"
- D. The Process of Learning
- sensori-motor experiences
- Assignment:
- Readings: Read/Patterson p.p. 247-262 and 275-299
Article: "Teaching Children as they play"
- WEEK 5
- A. Observing Children at Play Curriculum Areas
- B. Learning Device Presentations

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Syllabus continued...

- WEEK 5 C. Assignment
Articles: "Cognitive Goals in the N.S."
"Effects of Experience with Loss and Death Among Preschoolers."
- WEEK 6 A. Loss and Death
B. Learning Device Presentations
C. Assignment: Articles: "A Matter of Life and Death"
"Coping with Death"
- WEEK 7 A. Block Workshop
B. Learning Device Presentations
C. Film
- WEEK 8 A. Water Play and Sand Workshop
B. Learning Device Presentations
C. Mid-Term Exam
- WEEK 9 A. Cooking Workshop
B. Learning Device Presentations
C. Assignment: Article: ("Table Toys: An Underdeveloped Resource")
Read/Patterson: p.p. 300-340
- WEEK 10 A. Language Development and the Role of the Teacher
B. Learning Device Presentations
C. Assignment: Articles: "Building on Experiences in Literature"
"An Approach to Language Learning"
"Methods in Speech Stimulation for Non-Verbal Children"
- WEEK 11 A. Language Enhancement Workshop
B. Learning Device Presentations

Syllabus continued...

- WEEK 12
 - A. Sciencing Workshop
 - B. Learning Devices
 - C. Assignment Articles: "Sciencing with Young Children"
Bring to class (for science workshop) an interesting science experience or useful information for science project.
 - D. PICTURE FILE DUE: April 6/83

- WEEK 13
 - A. Learning Devices
 - B. Review and Integrative Seminar
 - C. IDEA FILE DUE: April 13/83

- WEEK 14
 - A. FINAL EXAM
 - B. Evaluation of Course
 - C. READING CARD FILE DUE: April 20/83

EVALUATION

- 15% - 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.

DUE: April 6, 1983

- 5% IDEA FILE is assessed in terms of quantity, quality and variety.

DUE: April 13, 1983

- 5% - READING CARD FILE

DUE: April 20, 1983

- 10% - MIDTERM EXAM

- 10% - WORKSHOP PRESENTATION, AND TESTS relating to workshops

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10% - EDUCATIONAL DEVICE - Care and thoughtfulness in planning are essential. The post-presentation analysis is an important part of the evaluation.

5% - Class Participation

30% - FINAL EXAMINATION

100%

A - 85+

B - 75-84

C - 60-74

R - Repeat

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Due: April 13, 1983

5% - READING CARD FILE

Due: April 20, 1983

10% - MIDDY EXAM

10% - WORKSHOP PRESENTATION, AND TESTS RELATING TO WORKSHOPS

- family and social-life changes
- disease, aging and longevity
- the terminal period of life and dealing with dying

Assigned Reading: text, pp. 403 - 483.

Final Test: April

Methodology

Learning will be facilitated by lectures, class discussions, student seminar research and class presentation/discussions and audio-visual presentations.

Evaluation:

Students will be responsible for attendance and participation in all areas of the course as outlined and for all assignments, seminar presentations and tests requested.

Students will also be significantly involved in the evaluation of one another's seminar class presentation/discussions.

The final course grade will be determined as follows:

1. Test	10%
2. Mid Term Test	25%
3. Test	10%
4. Final Test	25%
5. Seminar research and class presentation/discussion	20%
6. Class attendance and participation	10%

TOTAL POSSIBLE 100%

A grade of A, B, C, I, or R will be awarded upon completion of the course (PSY 110-3), in accordance with the grading policy of Sault College:

ie: A, 85-100%; B, 75-84%; C, 60-74%.

family and social-life changes
-disease, aging and longevity
-the terminal period of life and dealing with dying

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