

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

COURSE OUTLINE

Course Title: Preschool Education
Code No.: ED 102-3
Program: Early Childhood Education
Semester: Winter
Date: January/85
Author: Beverley A. Browning

New: _____ Revision: ✓

APPROVED:

M Koch
Chairperson

Feb 5 '85
Date

Preschool Education
COURSE TITLE

ED 102-3
COURSE NUMBER

COURSE PHILOSOPHY:

This course is designed to help students develop an understanding of the interdependence of human relations and curriculum content, and 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 to be able to apply this knowledge in specific learning encounters.
3. Develop educational equipment which will enhance a preschool 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, field trip activities and dramatic play kits, with cross references where applicable.

COURSE OBJECTIVES:

6. 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 an assigned observation relating to the child and his experience. This observation 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.

The idea file for each student's own resource, begun in the first semester, is to be submitted for evaluation on or before April 24, 1985.

A picture file relating to the child's world and curriculum areas, begun in the first semester, is to be submitted for evaluation on or before May 1, 1985.

Learning Activities

Each student will present 5 different learning activities to small groups of children on his/her placement. The student must make 3 out of 5 concrete learning devices; the remaining two can be chosen materials available in the school. The five topic areas can be chosen from the following:

1. cooking and nutrition
2. science and nature
3. dramatic play kits
4. pre-math skills
5. language skills
6. sensory experiences (eg. sand, water, textured materials, olfactory stimuli)
7. movement activities
8. cognitive games

These 5 learning activities must be approved by the course teacher. For each activity the student will complete a Learning Activity Form and submit for evaluation on each Due Date.

TEXT

The Nursery School and Kindergarten, 7th edition, Read/Patterson
New York: Holt, Rinehart & Winston, 1980.

SYLLABUS

- WEEK 1 & 2
- A. Introduction to Course
 - B. Explanation of Assignments
 - C. Dramatic Play Review
 - role playing
 - kits
 - D. Readings: R & P pp. 247-261
 - E. Assignment: 1st Learning Activity pp. 263-274
- WEEK 3
- A. The Function of Play
 - value
 - TV & play
 - as a growth process
 - B. The Process of Learning
 - sensori-motor experiences
- WEEK 4
- A. Criteria for Assessing Material
 - B. DUE: 1st Learning Activity Evaluation
 - C. Assignment: 2nd Learning Activity
- Evaluation Due Wednesday, March 6, 1985
- WEEK 5
- A. Observing children at Play
 - curriculum areas
 - B. Handout: "Teaching Children as they Play"
 - C. Assignment: Observation due week 7, March 20/85
 - D. Readings: R & P pp. 300-340
- WEEK 6
- A. Language Development and The Role of the Teacher
 - B. Handouts
 - C. Test
 - D. Assignment: 3rd Learning Activity Due March 27/85
- BLOCK PLACEMENT
- WEEK 7
- A. Expanding Learning Opportunities with Blocks
 - accessories and props
 - B. Film
 - C. Handouts
 - D. Observation Due

SYLLABUS cont'd

- WEEK 8 A. Sensory Experiences
 - sand and water play
 - alternatives
 B. Film
 C. Handouts
 D. Due: 3rd Learning Activity
 E. Assignment: 4th Learning Activity Due April
 17/85
- WEEK 9 A. Cooking and Nutrition
 B. Filmstrip
 C. 3rd Learning Activity Evaluation, Due: Wednesday
 March 28
- WEEK 10 A. Science and Nature
 B. Handout
 C. Test
- WEEK 11 A. Loss and Death
 B. Filmstrips
 C. Handouts
 D. Due: 4th Learning Activity
- WEEK 12 A. Loss and Death, cont'd
 B. Handouts
 C. IDEA FILE DUE, Wednesday, April 24, 1985
- WEEK 13 A. Review
 B. PICTURE FILE DUE, Wednesday, May 1, 1985
- WEEK 14 A. FINAL TEST
 B. 5th Learning Activity Evaluation Due, Wednesday
 May 8, 1985.

EVALUATION

<u>A. Observation</u>	<u>Marks</u>
#1, due March 20, 1985	6%
<u>B. Learning Activities</u>	
#1, due February 20, 1985	5%
#2, due March 6, 1985	6%
#3, due March 27, 1985	9%
#4, due April 17, 1985	10%
#5, due May 8, 1985	10%
<u>C. Files</u>	
Ideas, due April 24, 1985	10%
Pictures, due May 1, 1985	10%
<u>D. Tests</u>	
#1, due March 6, 1985	10%
#2, due April 10, 1985	12%
#3, due May 8, 1985	12%
	<u>12%</u>
	Total <u>100%</u>

NOTE:

Observations and learning activities will be evaluated in terms of the student's ability to write about an activity, the ability to discriminate between objective and subjective evaluations, and on the ability to relate incidents observed to academic readings.

The Picture File is assessed in terms of quality of pictures and aesthetic appeal. Quantity, variety, order and notations of suggestions for use are important, as are cross-references. Assessment sheet from first semester is to be placed in front of the picture file when submitted. (See attached form)

Idea File is assessed in terms of quantity, quality and variety (See attached form).

Student's Name _____ Date _____

Children's Names _____ Age _____ School _____

LEARNING ACTIVITY: _____

1. Learning objectives:

2. Materials used and/or construction procedure:

3. Vocabulary to develop:

4. Presenting Procedure:

You will need to use other sheets of paper to answer #5 and #6.

5. Description of actual presentation.

6. Evaluation: Did you meet your objectives? Do you recommend any changes in construction of the device or in the presentation to the children?

ED 102-3: PRESCHOOL EDUCATION II

PROJECT: IDEA CARD FILE

STUDENT: _____

DATE: _____

<u>MARKS:</u>	Order, container	10
	Categories	20
	Quantity	10
	Special Ideas	10
	Content	25
	Cross-references	25
		<u>100</u>

COMMENTS:

PROJECT: PICTURE FILE

STUDENT: _____

DATE: _____

MARKS:

1) ORGANIZATION	
- container	5
- order	5
- dividers	5
- categories, well-thought	10
- information, suggestions	15
- cross-references	10
2) PICTURES	
- good combinations	10
- good quality	10
- artfulness	10
- well-sorted	10
- quantity	10
	<u>100</u>

COMMENTS: