

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 process.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

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 knowledge and understanding of the wide scope for play activities offer to children, while meeting their developmental needs.

COURSE OUTLINE

3. To further develop observing and recording techniques used in understanding children's behavior.

COURSE TITLE: PRESCHOOL EDUCATION II

COURSE NUMBER: ED 102-3

PROGRAM: EARLY CHILDHOOD EDUCATION (E.C.E.)

SEMESTER: FOUR

DATE: JANUARY 1989

AUTHOR: BEV BROWNING

NEW: \_\_\_\_\_ REVISION:  X

APPROVED:  M/Com

DATE:  1993 05 07

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 knowledge and understanding of the wide scope for learning which play activities offer to children, while meeting their developmental needs.
3. To further develop 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 of the environment.
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:

METHODOLOGY

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

Preparation and presentation of teaching materials developed by the student will give him/her an opportunity to integrate theory and practice.

TEXTS:

1. The Whole Child, (1st Canadian Ed.), Joanne Hendrick, Toronto: Merril Publishing Co., 1988.

SYLLABUS:

UNIT I - FOSTERING SOCIAL SKILLS

- Week 1
- A. Intro. to Course  
Explanation of Assignments  
Learning Activities
  - B. Meaningful Experiences for Children  
The Work/Play Conflict
  - C. Readings: J. H.  
Ch. 11 & 12

- Week 2
- A. Prejudice & Non-Sexist Education  
Values/Biases
  - B. Self-Esteem & Individuality
  - C. Readings: J.H. Ch. 13

UNIT II - FOSTERING CREATIVITY

- Week 3
- A. Test #1
  - B. Creativity - Definitions  
- Stages
  - C. Readings: J.H. Ch. 14

- Week 4
- A. Assessing Child Development  
Checklists/Tests
  - B. Purposes & Stages of Play
  - C. Readings: a) J.H. Ch. 15  
b) Handouts

- Week 5
- A. Dramatic Play  
Creative Dramatics
  - B. Dramatic Play Kits
  - C. Readings: Handouts

- Week 6
- A. Divergent Thinking  
Planning for individual/group activities
  - B. Forms of Questioning
  - C. Readings: Handouts  
J.H. Ch. 16

UNIT III - COGNITIVE DEVELOPMENT

- Week 7
- A. Test #2
  - B. The Learning Process  
Information Processing
  - C. Readings: Handouts

- Week 8
- A. Normal Speech and Language Development  
Role of the teacher
  - B. Promoting Communication Through Speech
  - C. Readings: J.H. Ch. 17

- Weeks 9  
& 10
- A. Cognitive Goals
  - B. Concept Formation and Perception
  - C. Readings: Handouts

UNIT IV - CURRICULUM AREAS

- Week 11
- A. Test #3
  - B. Curriculum Goals/Objectives
  - C. Expanding Learning Opportunities with Blocks
  - D. Readings: Handouts

Week 12 &  
13

- A. Sensory Experiences
- B. Math and Science Experiences
- C. Cooking and Nutrition
- D. Readings: Handouts

Week 14

- A. Consolidation & Review
- B. FINAL TEST

### ASSIGNMENTS

#### 1. Learning Activities

Each student will present 5 different learning activities to small groups of children at placement. The presentation must be prearranged with the placement supervisor. The student make 3 out of 5 concrete learning devices which are to be shown to the course teacher in class; the remaining two can be chosen materials available in the school.

#### Suggested Topics:

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

Students who wish to do extra learning activities can choose to be graded on the best 5 activities.

#### 2. Picture File

This is a continuation from Semester One. An additional 50 pictures (minimum) must be collected and mounted. Ideas for use and detailed information will be written or typed on the back of each. Cross-references with other sections in the file, and with idea or song file will also be included.

3. Idea File

Also a continuation of the previous semester's assignment. A minimum of 100 ideas will be expected, to include cross-referencing with picture file, song file, reference books, etc.

EVALUATION

NOTE THAT ALL ASSIGNMENTS MUST BE COMPLETED AND GRADED IN ORDER FOR THE STUDENT TO BE SUCCESSFUL IN THIS COURSE!!

A. LEARNING ACTIVITIES

#1 - Due January 30, 1989	3
#2 - Due February 13, 1989	4
#3 - Due March 6, 1989	5
#4 - Due March 20, 1989	6
#5 - Due April 3, 1989	6

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 24%
B. FILES

Pictures - Due March 29, 1989	8
Ideas - Due April 5, 1989	8

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 16%
C. CHECKLIST

Students will choose a child to observe in field placement and complete a developmental checklist and summary of observations. Due March 13, 1989 10%

D. IESIS

#1 - January 23, 1989	5%
#2 - February 13, 1989	10%
#3 - March 20, 1989	15%
#4 - April 12, 1989	20%

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 50%

POLICY REMINDERS

1. Tests:

Students must complete all tests on the designated date. C.D.C. block students can complete tests in the LAC on their lunch hour. If illness prevents a student from attending class for a test, the student must telephone prior to the test to make alternate arrangements.

2. Assignments:

Are to be handed to the teacher in class on the due date. Extensions will be granted according to departmental policy. The student must then staple the signed extension sheet to the assignment and submit to the teacher.

3. Attendance

Regular class attendance is expected of each student. Students who arrive more than 10 minutes late will not be admitted to class.

10  
10  
10  
10  
10  
10

good combinations -  
good quality -  
artfulness -  
well-sorted -  
quantity -

100

COMMENTS:

ED 102-3: PRESCHOOL EDUCATION III

PROJECT: PICTURE FILE

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

MARKS: 1) ORGANIZATION

- container 5
- order 5
- dividers 5
- categories, well-thought 10
- information, suggestions 15
- cross-reference 10

2) PICTURES

- good combinations 10
- good quality 10
- artfulness 10
- well-sorted 10
- quantity 10

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100

COMMENTS:

ED 102-3: PRESCHOOL EDUCATION II

PROJECT: IDEA CARD FILE

STUDENT: -----

DATE: -----

MARKS:	Order, container	10
	Categories	20
	Quantity	10
	Special Ideas	10
	Content	25
	Cross-references	25

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100

COMMENTS:

IDEA CARD FILE

PROJECT:

STUDENT:

DATE:

MARKS:

10	Order, container
20	Categories
10	Quantity
10	Special Ideas
25	Content
25	Cross-references

100

COMMENTS: