

Preschool Education II (ED 102-3)
Instructor: B. Browning

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.

COURSE OBJECTIVES

The student will:

1. Demonstrate an understanding of and ability to work as mediator between the child and learning environment.
2. Demonstrate a knowledge of how children learn and be able to apply this knowledge in specific learning encounters.
3. Present an organized "picture file" with cross references and ideas for use, relating to aspects of the young child's experience.
4. 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, and films 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.

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SYLLABUS

Unit I - Fostering Social Skills

Weeks 1 & 2

- A. Intro. to Course
 - Explanation of Assignments
 - Learning Activities - Prerequisites
- B. Aggression: What to Do About It?
- C. Meaningful Experiences for Children
 - The Work/Play Conflict
- D. Readings: J.H. - Ch. 10 to 12
- E. Assignment: Sample Learning Activity

Week 3

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

UNIT II - FOSTERING CREATIVITY

Week 4

- A. Test #1 - Wednesday, February 28, 1990
- B. Creativity
 - Definitions
 - Stages
- C. Readings: J.H. - Ch. 14

MARCH BREAK

Week 5

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

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Week 6

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

Week 7

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

UNIT III - COGNITIVE DEVELOPMENT

Week 8

- A. Test #2 - Wednesday, April 4, 1990
- B. The Learning Process
- Information Processing
- C. Readings: Handouts

Week 9

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

Week 10 & 11

- A. Cognitive Goals
- B. Concept Formation and Perception
- C. Readings: Handouts

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UNIT IV - CURRICULUM AREAS

Week 12

- A. Curriculum Goals/Objectives
- B. Expanding Learning Opportunities with Blocks
- C. Readings: Handouts

Week 13 & 14

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

Week 15

- A. Consolidation & Review
- B. Final Test - Wednesday, May 23, 1990

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 will 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 five 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.

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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 February 26, 1990	3
#2 - Due March 19, 1990	5
#3 - Due April 2, 1990	8
#4 - Due April 23, 1990	10
#5 - Due May 7, 1990	12
	<hr/> 38%

B. **FILES**

Pictures - Due March 28, 1990	8
Ideas - Due April 30, 1990	8
	<hr/> 16%

C. **TESTS**

#1 - Wednesday, February 28, 1990	8
#2 - Wednesday, April 4, 1990	12
#3 - Wednesday, May 23, 1990	20
	<hr/> 40%

D. **ATTENDANCE/PARTICIPATION**

	6%
	<hr/> 100%

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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.

4. **Syllabus**

This is to be used as a general guide. Dates for projects or tests may be revised depending upon course content/flow and/or by mutual agreement of the students and course faculty.

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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

100

COMMENTS

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PROJECT: IDEA CARD FILE

STUDENT: _____

DATE: _____

MARKS:

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

100

COMMENTS