

Education 464-4 Early Childhood Education

REGULAR SUMMER SEMESTER 1983
Mondays, 5:30 - 9:20

Instructor: Dr. Roger Gehlbach
Location: On Campus

Objectives

Students will gain articulate competence in the key philosophical and psychological issues relating to Early Childhood education.

Students will gain design competence in the major modes of instruction for young children: Direct instruction, informal instruction, and play.

Outline of Topics

- I. Philosophical and Social Issues Early childhood education has become a kind of "motherhood" issue in education, especially since developments in psychology have documented the importance of early experiences in the overall development of adult persons. We will examine the place of the young child in modern society and the place of early, organized educational programs at the foot of the public school ladder.
- II. Psychological Issues The field of psychology has grown vastly over the past fifty years, while our ideas of what constitutes a "good" early childhood educational program have changed little. We will examine those aspects of contemporary psychology which have the most direct implications for the design of learning programs for young children.
- III. Curricular Issues This component of the course will focus on identifying what should be systematically taught to young children and on deciding the most appropriate mode of instruction for teaching it.

Requirements

1. Mid-term examination, one-week take-home.
2. Curriculum development project, due end-of-term.

Eligibility:

Prerequisite: 60 credit hours.

Students will also find it helpful to have had Educ. 220, Psych. 351 and/or Educ. 320.

Textbooks

- Morrison, G. Early childhood education today. Columbus: Charles E. Merrill, 1980.
Bandura, A. Social learning theory. Englewood Cliffs, N.J.: Prentice-Hall, 1977.