

Educ. 464-4 Early Childhood Education

REGULAR SEMESTER 1982

INSTRUCTOR: Roger Gehlbach

Tuesday 8:30 - 12:20

LOCATION: on campus

OBJECTIVES:

Students will gain a basic working knowledge of the major schools of thought in psychology which underlie common early childhood educational programming. Students will gain competence in the design of learning programs for young children, the objectives and strategies for which will be negotiated.

OUTLINE OF TOPICS:

1. Basic Child Development
 - A. Maturation
 - B. Learning
 - C. Other
- II. Current Models for Early Childhood Educational Programs
- III. The Design of Curriculum for Young Children
 - A. Informal instruction
 - B. Formal instruction

REQUIREMENTS:

- (1) Mid-term examination (outline to be provided two weeks prior).
- (2) Final examination (outline to be provided two weeks prior).

ELIGIBILITY:

Students should have a basic course in psychology or in educational psychology prior to registration. Students lacking such a background may contact the instructor for suggestions for self-study prior to registration.

TEXTBOOKS:

Bijou, S. Child Development: The Basic Stage. Prentice-Hall, 1976.

Piaget, J. Science of Education and the Psychology of the Child. Penguin, 1977.

Engelmann, S. Concept Learning. Adapt Press, 808 W. Ave. Sioux Falls, S.D., U.S.A. 57104 (1969).

Sutton, Smith, B. Play and Learning. Gardner (Wiley, 1979)