

EDUCATION 464

EARLY CHILDHOOD EDUCATION

INTERSESSION AND SUMMER SEMESTER

1978

Instructor: R. Gehlbach.

Description

This course is designed to provide students with an up-to-date survey of alternative models for the management of educational programs for young children. Emphasis will be placed on kindergarten and primary education in the public schools, but implications for nursery school and day care programming will be abundant and clear. Several important areas of research and theory in learning and child development will be integrated with the investigation of practical models, so that students will become competent in the selection of appropriate practices for specific learning objectives.

Reading assignments will be substantial, and study guides will be provided for the material that is particularly challenging to persons without background in psychology.

Class activities will focus on the practical application of concepts and information in reading assignments to every day classroom practice. Time in class will be apportioned among brief lectures, small-group curriculum projects, and large-group discussion.

Requirements

1. Four brief, typewritten papers during the first weeks of the course. The purpose of these assignments will be to help students to integrate material studied and to generate early feedback on the quality of their progress.
2. A one-week, take-home final examination, the focus of which will be practical decision making with substantive empirical/theoretical rationale.

Required Texts

Brophy, J., Good., & Nedler. Teaching in the Preschool. - Prentice Hall, 1975.
Bijou, S. The Stages of Early Childhood.- Prentice Hall, 1976
Piaget, J. (Sarah F. Campbell, editor). Piaget Sampler. Wiler, 1976.
Bandura, A. Social Learning Theory, Harper & Row.

Recommended Text:

Croft, D. & Hess, R. An Activities Handbook for Teachers of Young Children, Houghton Mifflin, 1975.