

EDUCATION 464-4: EARLY CHILDHOOD EDUCATION

Spring 1988
January 12 to April 10, 1988
Tuesdays, 4:30 - 8:20
Location: MPX 7504

Instructor: R. Gehlbach
Office: MPX 8661
Phone: 291-3222

Description

This course is designed for persons interested in the education of young children aged 2-8 years, including programs in day care, preschool, and kindergarten, with a slight concentration on kindergarten.

1. Students will engage historical, sociological and philosophical issues in ECE.
2. Students will explore the psychological foundations of a variety of ECE instructional practices, from teacher-directed lessons to instructionally designed play environment.
3. Students will learn to apply a general theoretical framework to comprehensive programming for young children in both preschool and the primary grades.

Requirements

1. Two in-class, open-book examinations, a mid-term and a final.
2. Students will write a scholarly review of a book selected from a list provided.

Texts

- B.C. Ministry of Education. (1984). Kindergarten Curriculum Guide and Resource Book. Victoria, B.C.: Schools Department, Curriculum Development Branch.
- Dearden, R. (1968). The Philosophy of Primary Education. London: Routledge & Kegan Paul.
- Doyle, W. & Good, T. (1982). Focus on Teaching. Chicago: University of Chicago Press.
- Hildebrand, V. (1986). Introduction to Early Childhood Education, 4th Edition. New York: MacMillan.

EDUCATION 464-4 EARLY CHILDHOOD EDUCATION

This course is intended as a basic theoretical introduction to the education of young children in preschool, daycare and public school settings. It will include the following major foci:

1. Students will engage in high level historical and philosophical issues in ECE. It is expected that the classroom experiences of Educ. 401 will enable students to comprehend readily both the relevance and the substance of these topics.
2. Students will explore the psychological foundations of a variety of ECE instructional practices, from teacher-directed lessons to instructionally designed play environments.
3. Students will learn to apply a general theoretical framework to comprehensive programming for young children in both preschool and the primary grades.

PREREQUISITE: Educ. 401/402 or equivalent.

REQUIRED TEXTS:

Curriculum Development Branch. *Kindergarten: Curriculum Guide and Resource Book*. Victoria, B.C. Ministry of Education, 1985.

Dearden, R. *The Philosophy of Primary Education*. London: Routledge and Kegan Paul, 1968.

Doyle, W. and T. Good. *Focus on Teaching*. Chicago: University of Chicago Press, 1982.

Hildebrand, V. *Introduction to Early Childhood Education*. New York: MacMillan, 4th edition, 1986.

COURSE REQUIREMENTS:

Students will complete three major written assignments and a cumulative notebook consisting of their informal responses to Study Assignments associated with each course unit.

At Home Exam I
At-Home Exam II
At-Home Exam III
Study Assignments

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1. Students will engage in high level historical and philosophical issues in ECE. It is expected that the classroom experiences of Educ. 401 will enable students to comprehend readily both the relevance and the substance of these topics.
2. Students will explore deeply the psychological foundations of a variety of ECE instructional practices, from teacher-directed lessons to instructionally designed play environments.
3. Students will learn to apply a general theoretical framework to comprehensive programming for young children in both preschool and the primary grades.

PREREQUISITE: Educ. 401/402 or equivalent.

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Students will complete three major written assignments and a cumulative notebook consisting of their informal responses to Study Assignments associated with each course unit.

Assignment 1	60 points
Assignment 2	50 points
Assignment 3	50 points
Notebook	30 points

COURSE SUPERVISOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.