

CTEC 7270/8270

Theory-based Problems

Spring 2011

1. Course Number: CTEC 7270/8270
Course Title: Theory-based Problems
Credit Hours: 3 semester hours
Prerequisites: None
Corequisites: None
Instructor: Angela Love
Contact: angela.love@auburn.edu
Office: Haley 5018
Office hours: Tues, 3p – 6p; Wed, 2p – 5p; and by appointment

2. Date Syllabus Prepared: August 11, 2006

3. Texts or Major Resources:

- Balliett, B. (2004). Chasing Vermeer. New York: Scholastic.
- Dewey, J. (1938/1997). Experience and education. New York: Simon & Schuster.
- Duckworth, E. (2006). "The having of wonderful ideas" and other essays on teaching and learning (3rd ed.) New York: Teachers College.
- Taylor, J. B., Branscombe, N. A., Burcham, J. G., & Land, L. (2011). Beyond early literacy: A balanced approach to developing the whole child. New York: Routledge, Taylor & Francis.

Additional readings will be announced in class/by email (tigermail). I

recommend you make copies of these supplementary readings for annotation, study, and reference.

4. Course Description:

In-depth exploration of a problem related to the thought, writings, and research that form the theoretical foundations of constructivist approaches to early childhood education.

5. Course Objectives:

- I. Examine the contributions of theorists to understandings of children's cognitive development and the role of experience in educating the young child.
- II. Compare and contrast theoretical perspectives, i.e., educational theory of John Dewey, semiotic theoretical approach, socio-historical theory of Vygotsky, Eleanor Duncworth's & others' (e.g., Taylor et al.) interpretations & practices of Piaget's constructivist theory, and others such as Tolchinsky, Ferreiro, Kress, etc. from earlier theory-based problem courses.
- III. Identify the tasks, observations, and questions used by theorists and researchers to examine social/historical constructivist theory of thought.
- IV. Explore ideas of children's ideas, teaching and learning, thought and language suggested by theories and research by recording observations of children.
- V. Identify theoretical and research questions stemming from the works of researchers on early learning and teaching that may yet be unanswered and are appropriate problems for future research.
- VI. Draw on theoretical perspectives and research to discuss implications for instruction and educational practices in early childhood and throughout schooling.



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



- VII. Document in-depth understanding by paraphrasing one strand of development (for example, the child's construction of language and development of thought) for others to read and understand.

AUBURN COLLEGE OF EDUCATION-CONCEPTUAL FRAMEWORK

Competent

Competent professionals demonstrate the knowledge and skills needed to facilitate the learning of the individuals they serve. Their competence enables them to model and promote active, collaborative, and ongoing learning. Their efforts are enhanced by their abilities to foster learning communities that are safe, stimulating, and enriched with diversity; engage in reasoned and purposeful decision making; and implement their professional practices in proactive, flexible, and self-regulating ways. We recognize that the development of professional competence is linked to levels of preparation and experience. We also acknowledge that competence continues to develop over the course of an entire career.

Committed

Committed professionals make reasoned decisions based on thoughtfully constructed values. As a College, we strive to nurture values that support the learning of all people, honor diversity, protect the integrity of learning, and expand the scholarship of our professions. We view these values as professional dispositions, and we define them as filters for responsible decision making. Our College emphasizes the conscious development of commitments related to professional responsibilities and ethics, collaboration, diversity, and intellectual vitality.

Reflective

We choose to frame reflection as a critical and pervasive habit of mind that permeates and fuels the ongoing expansion of competence and the continued development of reasoned commitments. Reflective professionals subject their own competencies and commitments to continuous scrutiny as they systematically monitor the impact of their professional practices on the individuals they serve and make adjustments as needed. Thoughtful reflection emphasizes reviewing and analyzing past practices in ways that influence and improve future practices. This stance inspires self-initiated professional growth and results in increased capacities for addressing the complexities and dilemmas situated within the work of educational and human services professionals.

6. Course Content and Schedule:

DATE	Topics	Readings	Assignments Due UNLESS OTHERWISE SPECIFIED, THESE WILL BE POSTED ON BLACKBOARD ELECTRONICALLY ON THE DISCUSSION BOARD.
JANUARY 10 TH	UNIVERSITY CLOSED	WEEK 1	
JANUARY 17 TH	UNIVERSITY CLOSED	WEEK 2	

JANUARY 24th WEEK 3	Introduction of course purpose & objectives; introduction of John Dewey Discussion of early childhood journals, practitioner & research	Beginning with Dewey & Balliett	<ol style="list-style-type: none"> 1. What research topic interests you? [related to young children, learning, experiential education, inquiry learning, teacher beliefs, etc., requiring recent research on this topic, i.e., 10 empirical articles from the last 10 years plus additional websites, reports, and other articles written for parents, teachers, or administrators in early childhood education]. 2. 5 major journal titles - journals that feature research articles in early childhood education; these are original research studies that are collectively published through a peer review process 3. 5 journal titles – practitioner oriented (e.g., Young Children, the Reading Teacher, etc.); these are more “how to” teaching strategies drawing on current research, secondary resources
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NOTE: CALENDAR OF ASSIGNED READINGS WILL BE DISCUSSED IN 1ST CLASS ON MONDAY, JAN. 24TH.

7. Course Requirements/Evaluation:

1. Choose book from reference list and write 5-8 page paper (25 points)
2. Presentation of book you choose from reference list (15 points)
3. Lead discussion of *2 articles (1 required reading + 1 of your choice related to reading for that night) (25 points each = 50 points)

Discussion questions on each article due for that class period may be related, but not limited, to:

- Clarification
- Expansion of conceptual understanding with personal experience
- Probe for further reading
- Researchable question
- Other readings
- Other relationships that you draw between readings and classroom experience

4. DQs for readings (bring in 2-3 of your own for each class readings – 1 point per text per class)
5. Research paper & oral presentation (25 points)**
 **should relate to Vygotsky's theory of learning and teaching as you understand it, Dewey's theory & practice of experiential/inquiry learning, issue in early childhood education curriculum, early learning, E. Duckworth's application of Piagetian theory, etc.
6. *EdS/PhD students will be required to present an additional article from required reading list in the same format as above. (25 points)

Grades are assigned as follows (represented as percent of total points):

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 00-59

8. Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If you miss a class because of illness, provide a doctor's statement for verification of sickness and clear the absence with the instructor the day you return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the **Tiger Cub** Rules and Regulations pertaining to cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality