

Auburn University Course Syllabus

CTEC 7200/7206: Early Childhood Education Perspectives

Tuesdays 5:00-7:50 pm (Haley Center 2442), Spring 2013

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Office Hours: Tuesdays 3:45-6:15 pm, Wednesdays 9:00-12:00 and by appointment

TEXTS

Krogh, S., & Slentz, K. (2011). *Early childhood education: Yesterday, today, and tomorrow*.

New York: Routledge. Note: The first chapter will be available on the course Blackboard (Bb) pages in the folder for Readings and Resources.

Tobin, J., Hsueh, Y., Mayumi & Karasawa, M. (2009). *Preschool in three cultures: Revisited*. New Haven: Yale University Press.

Zigler, E., Gilliam, W. S., & Barnett, W.S. (2011) *The pre-k debates: Current controversies & issues*. Baltimore, MD: Paul H. Brookes Publishing Co.

COURSE DESCRIPTION

The purpose of the course is to advance early childhood practitioners' construction of an understanding of Early Childhood Education (ECE) from historical, socio-cultural, and political perspectives. Students will examine the past as a prologue to the present and the future and will explore the impact of socio-cultural and political factors on ECE in contemporary American society. In addition, the course will encourage students to investigate important and controversial trends and issues in the field. Students will transform and coordinate their earlier ideas of the field by exploring the multiple disciplines and research that are contributors to past and catalysts for present and future early childhood programs.

COURSE OBJECTIVES

Through assigned readings, discussions, projects, and independent research, students will:

- A. Be knowledgeable about the historical foundations of early childhood education.
- B. Better understand the parameters of the field of early childhood education.
- C. Be familiar with current issues in the field and understand the significance of these issues to young children, their families, and the larger society.
- D. Be able to analyze the research related to early childhood programs to determine the consistency and coherence between aims, practices, and components of a program.
- E. Be able to construct a more complex vision of the field of early childhood education.

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.

COURSE REQUIREMENTS

Distance learning: Students in the distance education section of this course will access class lectures through the use of audio and video streaming media using computer-based technologies. Links to the lectures will be posted in Canvas. Assignments will be submitted electronically via Canvas (or electronic mail, as a backup), allowing for timely delivery and subsequent instructor response. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.

A. Informative Documentary & Narrated Digital Presentation on Historical Figure (40 %)

Prepare a narrated digital presentation (using PowerPoint, Prezi, or other digital slide show tools with accompanying audio) on two well-researched, informative documentaries on a selected or assigned historical figure. Each historical figure should be presented separately in two individual digital presentations. Presentations should feature the work of an individual who made a significant impact on early childhood education. Presentations should provide information about the person's life span, preparation or experiences leading to work in early childhood education period of productivity, and the ideas or issues that exemplified perspectives on early childhood education articulated and implemented by the individual and others in the field. Presentations should also set the individual's work in a context showing:

- 1) The Zeitgeist of the time (the spirit of the age; the intellectual and cultural climate of the era);
- 2) The philosophical and theoretical bases influencing his/her contributions to early childhood education including the roles expected of the teacher and child(ren) and materials/methods for teaching and learning and how they were similar or different from those of others in early childhood education and
- 3) The individual's effect on education today.

Plan an approximate 4-6 minute digital (visual w/ audio) presentation. Prepare a one-to-two-page accompanying handout that gives the basic highlights of the content of your presentation. Include at least three discussion questions and references at the end of your handout.

Historical Figures

John Comenius (European Roots: ER)
 John Locke (ER)
 Jean-Jacques Rousseau (ER)
 Johann Pestalozzi (ER)
 Friedrich Froebel (Ind. Revl)
 Margaret McMillan (Post Ind. Revl)
 Maria Montessori (Post Ind. Revl)
 Sigmund Freud (Post Ind. Revl)
 Jean Piaget (Post Ind. Revl)
 B. F. Skinner (Post Ind. Revl)
 Lev Vygotsky (Post Ind. Revl)
 Stanley Hall (Edu. Reform)
 John Dewey (Edu. Reform)
 Mary Church Terrell (African American Froebelian Kinder. Move)
 Susan Blow (Kinder. Move)
 Patty Smith Hill (Kinder. Move)
 Edward Thorndike (Kinder. Move)
 Caroline Pratt (Nursery Schl. Move)
 Lucy Sprague Mitchell (Nursery Schl. Move)
 Harriet Merrill Johnson (Nursery Schl. Move)
 Arnold Gesell (Nursery Schl. Move)

B. Choose from one of the two following options:

1) Early Childhood Education Program Analysis & Digital Presentation (30%)

- a. Research and analyze one early childhood education program. Analyses should focus on how consistently the theory or philosophy of the program determines the components included and the manner in which they are implemented and evaluated.
- b. Create a digital presentation of your analysis online to the class in terms of the pros and cons of this program and how you would demonstrate accountability through evaluation of the outcomes of the program. Include your ideas regarding how this program's practices are consistent with what you know about the human mind and how thought evolves. Your presentation may include links to digital videos, scanned samples of materials for students, scanned work samples from students, etc. Plan a digital presentation of 10-15 minutes. Include at least three discussion questions and references at the end of a downloadable handout.

OR

2) Oral History Interview & Digital Presentation (30 %)

- a. Conduct an oral history using individuals from three distinctly different age groups to compare memories of early educational experiences over three different

generations (grandparent, parent, and child). Questions for this interview will be generated in class and you may add to these questions as you choose. Audio record and transcribe all three interviews and analyze them to find similarities and differences related to what was taught, how it was taught, how it was evaluated, what they liked and disliked about school, pertinent issues, attitudes, and expectations.

- b. Synthesize your findings into a three to four page paper to accompany your transcripts
- c. Create a digital presentation, including audio clips and your synopsis of the interviews; prepare at least three discussion questions and references at the end for further online discussion.

C. Research Paper and Digital Presentation (30 %)

Examine a current issue from either a historical, socio-cultural, or political perspective. Examples of current issues are

- 1) The interest in anatomically correct dolls,
- 2) The expectation that kindergarten children should learn to read,
- 3) The presence or absence of play in kindergarten and primary classrooms,
- 4) The question of whether mothers should stay at home with young children,
- 5) The role of the government in providing early childhood services,
- 6) Longitudinal outcomes of preschool experiences and arguments for and/or against universally available, free preschool programs,
- 7) Teacher credentials v. competencies
- 8) Perspectives on and reactions to early childhood education in Japan, China, India, etc.
- 9) Family engagement in early education (what should come before preschool, for example? What should come after?)
- 10) Cognitive/academic emphasis v. whole child approach

Topics for papers and digital presentations on issues should feature content from self-selected readings that may come from *The pre-k debates: Current controversies & issues* or other approved sources. Students will confer with the instructor to develop guidelines for papers and digital presentations on issues.

All assignments will be completed and posted online by the due date.

GRADES

Requirements and Points	Grades
✓ Informative Documentary Presentations (40 points)	A = 91-100 points
✓ ECE program Analysis (30 points) OR Oral	B = 81-90 points
History Interview (30 points)	C = 71-80 points
✓ Research Paper (30 points)	D = 61-70 points
Total: 100 points	F = 0-60 points

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 an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the [Tiger Cub](#).

Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the [Office of Accessibility](#), 1244 Haley Center, 844-2096.

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, and [Memorandum of Understanding Regarding Professionalism](#), and the [Alabama Code of Ethics](#). These professional commitments or dispositions are: a) Engage in responsible and ethical professional practices, b) Contribute to collaborative learning communities, c) Demonstrate a commitment to diversity, and d) Model and nurture intellectual vitality.

Justification for Graduate Credit

This course provides an historical overview of current issues, trends, and programs in early childhood education. Readings from a broad selection of journal articles, books, and the text provide the basis for students to critically analyze theoretical and methodological solutions to problems in early childhood programs and practices. The purpose of the course is to advance early childhood practitioners' construction of an understanding of Early Childhood Education (ECE) from historical, socio-cultural, and political perspectives. Students will examine the past as a prologue to the present and the future and will explore the impact of socio-cultural and political factors on ECE in contemporary American society. In addition, the course will encourage students to investigate important and controversial trends and issues in the field. Students will transform and coordinate their earlier ideas of the field by exploring the multiple disciplines and research that are contributors to past and catalysts for present and future early childhood programs. This course is part of the Master's program approved by the Alabama State Department of Education that qualifies the graduates for the Advanced Level A Certificate in the State of Alabama. Additionally, this course meets the National Association for the Education of Young Children's Standards for Master's, Specialist's and Doctoral Candidates.

USEFUL WEBSITES (WITH UPDATED URLS) FOR COMPLETING COURSE REQUIREMENTS AND EARNING GRADUATE CREDIT FOR CTEC 7200

National Association for the Education of Young Children: <http://www.naeyc.org>

Council for Exceptional Children (The Division for Early Childhood): <http://www.dec-sped.org/>

Head Start: <http://www.acf.hhs.gov/programs/ohs/>

Montessori Program: <http://www.montessori.org>

High Scope Program: <http://www.highscope.org>

Bank Street Approach: <http://www.bnkst.edu>

Project Approach: <http://www.projectapproach.org> or <http://illinoispi.org/>

Waldorf approach: <http://www.awsna.org>

Reggio Emilia Approach: <http://www.reggioemiliaapproach.net/>

Use the wiki page online to add more websites and URLs that serve as resources for the presentations, program analyses, interviews, and research papers that are course requirements in CTEC 7200/7206 ECE Perspectives.

Distance education students will have access to the Auburn University libraries by utilizing the library's online databases for materials that will support the completion of assignments. Students may also have materials e-mailed directly to them upon request. Distance education students will have access to course materials through Canvas and electronic mail.

Approximate week's topics – discussions from chapters will be posted online on Canvas

Week 1: Perspectives on Historical/Theoretical Perspectives

Week 2: Contemporary Perspectives on ECE

Week 3: How Theoretical Perspectives Shape Early Childhood Education

Week 4: Diversity in EC Settings

****Week 5 (FEB 12): Documentaries of Historical Figures**

INFORMATIVE DOCUMENTARY & NARRATED DIGITAL
PRESENTATION ON HISTORICAL FIGURE DUE

Week 6: Educational Reformers & Kindergarten Movement

Week 7: African American Kindergarten Movement

Week 8: Nursery School Movement & Preschool

Week 9: Preschools in 3 Cultures

ECE PROGRAM ANALYSIS DUE

Week 10: Preschools in 3 Cultures continued

Week 11: Learning about Other Cultures

****Week 12 (APR 9): Oral History**

ORAL HISTORY INTERVIEWS

DIGITAL PRESENTATIONS OF BOTH ECE PROGRAM ANALYSIS/ORAL
HISTORIES

DUE

Week 13: Issues Shaping the Future of ECE

****Week 14 (APR 23): DIGITAL PRESENTATION ON RESEARCH TOPIC DUE**

Week 15: RESEARCH PAPER DUE

****NOTE:** We will meet face-to-face (otherwise, discussions will take place online); one of the dates we will visit the Auburn Montessori School: The Children's House ([231 East Drake Ave., Auburn, Alabama 36830](#)); (334) 740-6192.