CTEC 7520

Curriculum & Teaching in Early Childhood

Education

Summer 2015

Schedule: TBA
Instructor: Angela Love, Ph.D.
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      Early Childhood Education
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Office hours: By appointment. I hope you'll feel welcome to e-mail,
telephone, or schedule to drop by the office to pursue ideas from the
course.
Prerequisite: Admission to teacher education.

COURSE DESCRIPTION.
Teaching practices and reappraisal of selected experiences and content for curriculum improvement informed by cognitive-developmental, inquiry, constructivist, and socio-cultural constructivist theory. The course helps students raise questions and issues about the relationship between psychological theories of mental development and educational practices.

Text:
Edwards, C., Gandini, L., & Forman, G. (Eds) (2012). *The Hundred languages of children: The Reggio Emilia experience in transformation (*3rd Ed.).
      ISBN-978-0-313-35981 (paperback) or ISBN-978-0-313-35962 (eblook)
      Copyright 2012.

Additional readings may be required.

Course Goals. Those who successfully complete the requirements of CTEC 7520 will:

- Identify components of historical theoretical bases for appropriate programs in early childhood
- Establish criteria for incorporating classroom activities.
- Examine criteria for various areas of curricular
- Evaluate curriculum plans for social constructivist modes
- Create models for classroom activity
- Analyze the changing role of the teacher in developing curriculum for diverse populations
- Discuss the need for quality programs in Early Childhood Education
- Identify developmental characteristics of young children from Birth to 8 Years
- Investigate transitional curriculum for children aged 5 to 8 in Math/Science/Social Studies/Language Arts

To apply this knowledge, students will learn to . . .

- Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.
- Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies..
- Design, implement, and assess learner-centered lessons and units that incorporate technology and use appropriate and effective practices in teaching and learning with technology
- Facilitate students' individual and collaborative use of technologies to locate, collect, create, produce, communicate, and present information.
- Design, manage, and facilitate learning experiences that are responsive to the diverse needs of learners, learning styles and the special needs of all students (e.g., assistive technologies for students with special

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

1. **CURRICULUM RESEARCH PAPER & PRESENTATION** [25 pts.] investigating early childhood curriculum approaches (e.g.,Vygotsky, Reggio Emilia, Montessori, Waldorf, High Scope, Danish preschools, Japanese preschools) and their outcomes, and discussing the components of each regarding philosophy, curriculum focus, goals and expectations

    for children (i.e., infants & toddlers, prekindergarten/kindergarten, and primary grade

children, etc. Presentation should include media presentation (Prezi, video, etc.).

2. **INTERVIEW A TEACHER:** (15 PTS.) Briefly interview a preschool or kindergarten teacher, who may be in this class or not, to explain what the curriculum is that they use. How are students accommodated who are emerging bilingual students? Who chooses the curriculum? Does this teacher consider it developmentally appropriate, why or why not? How is technology integrated into the curriculum? Are there parts of the curriculum that are valuable, why or why not? What would the teacher interviewed like to focus more on or focus on in a different way in his or her classroom? Include any other questions you may have.

3. **ONLINE INTERACTIVE NOTEBOOK on weekly readings, video clips, lectures, investigations** (10 entries @ 6 pts. per entry, Total = 60 pts): Document your thoughts, connections, ideas, and questions from the readings (and prior discussions). Individual entries are due on midnight before class for which the readings are to be discussed. For face to face participants bring your device-journal to class each day. You will share with your peers for beginning discussion each class. Online interactive notebooks should include 3 parts:

Part 1: Critical Questions:
- *3 critical thinking questions* (e.g., questions that link to other readings and/or other authors, to self, to classroom context, to what surprised and/or interested you, to your curiosity, clarification question

Part 2: Connect to Background Knowledge and/or Previous Content
- Embed links to images, videos, etc. Use web resources, make a CONNECTION that has meaning for you. Write or record a caption to explain the connection.

Part 3: Synthesize Learning
- Create an something *original* from what you learned.
- Examples might be a poem, song, original image or drawing, comic strip, concept map or other graphic organizer, PowerPoint, home-made video, created magazine cover, letter to the author/editor, metaphorical representation, etc.)

USEFUL WEBSITES

National Association for the Education of Young Children: http://www.naeyc.org
National Council of Teachers of Mathematics (NCTM): http://www.nctm.org
National Science Teachers Association (NSTA): http://www.nsta.org
National Council of Teachers of English (NCTE): http://www.ncte.org
Alabama Math, Science, and Technology Initiative: http://www.amsti.org
Alabama State Department of Education: http://www.alsde.org

****Instructor has the right to make changes in course requirements if the need arises.

GRADING PLAN. Semester grades ranges are 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 and below = F.

Course 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 Student Policy eHandbook. 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. Each unexcused absence will result in 5 points deducted from the class participation grade. Tardy arrivals will result in 2 point deducted from the class participation grade. If points from absences and tardy arrivals exceed the 20 points allotted for class participation, the points will be taken from the final total. Three unexcused absences may result in a teacher candidate being dropped from the program.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). See https://fp.auburn.edu/disability/faculty/syllabus.asp

Honesty Code: The University Academic Honesty Code and the Student Policy eHandbook Rules and Regulations pertaining to Cheating and Plagiarism will apply to this class. See https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf

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