

# **Issues and Trends In Early Childhood Education ECE 114 2004-2006 WAOL Course**

Transfers to University of Washington as: None  
Transfers to Washington State University as: None

## **Technical Requirements**

A PC capable of running Internet Explorer 5.0 or a Macintosh capable of running IE 5.1  
CD-ROM drive  
Sound card  
Connection to the Internet  
Word processing program compatible with Word 95

## **Special Technical Requirements**

None

## **Prerequisites**

None

## **Lab course**

No, but there is one outside observation required.

## **Activities for Lab Course**

Students will be required to complete one observation of preschool aged children in an organized group (licensed child care, head start, etc.). It is up to the student to locate an appropriate site for this observation.

## **Course Description**

Issues and Trends in Early Childhood Education is a three (3) credit undergraduate course designed to help students explore, understand, and analyze both contemporary issues and challenges in early childhood education, and trends (current and historical) in educating and caring for young children. This class is also intended to introduce students to the scope of the field, as well as specific guidelines and foundations for teaching.

## Textbook

There will not be a textbook used for this course. We will utilize an online library thread containing various lectures and adapted materials especially created for this course for each week and opportunities to visit specific web sites.

## Learning Outcomes

1. Students will gain knowledge of current and historical early childhood curriculum theories and practices based on them. (DL, L, CT, SPR, IU)
  - a. Students will demonstrate this knowledge by identifying concepts from the work of historical founders of the field of Early Childhood Education and comparing them to current concepts of Developmentally Appropriate Practices.
2. Students will gain knowledge of community and professional resources and develop the ability to research pertinent current issues and trends in early childhood education. (DL, L, CT, SPR)
  - a. Students will demonstrate this knowledge and ability by identifying and exploring web sites of early childhood related organizations and associations to increase their awareness of professional resources.
3. Students will gain knowledge of developmentally appropriate practices and principles and of early childhood systems and organizations. (DL, L, CT)
  - a. Students will demonstrate this knowledge by analyzing a teaching scenario and applying concepts of developmentally appropriate practices.
4. Students will acquire knowledge of professional frameworks, particularly state licensing regulations and developmentally appropriate practices. (DL, L, CT, SPR, IU)
  - a. Students will demonstrate this knowledge by collecting information about teacher-child ratio and group size for selected states and comparing the data to standards recommended by the National Association for the Education of Young Children.
5. Students will develop and improve their ability to articulate the rationale for program practices. (DL, L, CT)
  - a. Students will demonstrate this ability by restating and discussing material from reading research about early childhood program outcomes and child care policy.
6. Students will acquire knowledge of theories about play and the stages of play. Students will also learn about using a variety of observation methods to collect data and will improve their ability to interpret observation and assessment data. (DL, L, CT)
  - a. Students will demonstrate these by analyzing the play of a group of children by finding and describing examples of various forms of cognitive and social play.
7. Students will gain knowledge of child growth and development in general, and brain development, specifically. (DL, L, CT, SPR)
  - a. Students will demonstrate this knowledge by summarizing information on brain research and preschool development.
8. Students will acquire knowledge of theories of development and practices based on them. (DL, L, CT, SPR)
  - a. Students will demonstrate their knowledge by applying theory to practice in a discussion of the theories of Piaget and Vygotsky, and their relationship to the Project Approach for curriculum development.
9. Students will gain knowledge of culturally specific practices and expectations, and will improve their ability to create an environment that provides for the inclusion of all children –

including children with disabilities, and children from diverse language, socioeconomic, and cultural backgrounds. (DL, L, SPR)

a. Students will demonstrate their understanding of the concepts of inclusion and diversity through developing early childhood curriculum.

10. Students will gain knowledge of the impact of personal values on family functioning in terms of cultural and individual diversity. Students will also gain knowledge of principles of family support and types of resources available to families. (DL, L, IU)

a. Students will explore and describe their feelings and attitudes about families and parenting through a group discussion based on questions from readings and personal reflection.

### Method of Assessment

List of Assignments and Grading Criteria for the Class:

<u>Points</u>	<u>Assignment</u>
5	Introductions
125	Discussion questions (5 sets at 25 points each)
30	Scenario analysis with developmentally appropriate practices
50	State regulations and standards paper
50	Play observation and analysis
50	Application assignments (2 at 25 points each)
50	Final paper – historical and current issues and trends
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360	Total points possible

Read Assessment Criteria before writing any assignment. After writing the assignment, go through the assessment instrument as a self-evaluation and make changes as indicated before turning the paper in for grading.

Grading criteria:

<u>Percent</u>	<u>Grade</u>	<u>Points</u>
93-100%	A	333-360
90-92%	A-	322-332.5
88-89%	B+	315-321.5
83-87%	B	297-314.5
80-82%	B-	286.5-296.5
78-79%	C+	279-286
70-77%	C	250.5-278.5
68-69%	C-	243-250
66-67%	D+	236-242.5
63-65%	D	225-235
60-62%	D-	214.5-224
0-59%	F	0-214

## **Diversity Issues**

Within the content of this course, students will explore issues of diversity in working with children and families (ethnic, socioeconomic, and ability). In addition, many of the readings come from international sources and from the perspective of various cultures within the United States.

## **Course Content**

- Week 1 Introduction to the course, the virtual classroom, and the field of early childhood education
- Week 2 Universal characteristics of growth and development – the knowledge base of early Childhood education
- Week 3 Determinants of quality – developmentally appropriate practices
- Week 4 Determinants of quality – standards and regulation
- Week 5 Benefits of early childhood education and issues in program implementation  
Working with families – building relationships
- Week 6 Developmentally appropriate curriculum – play based and constructivist
- Week 7 Curriculum: individually and culturally appropriate – issues and trends in inclusion, diversity and anti-bias curriculum
- Week 8 History of early childhood education – theories and applications  
Final paper due

## **Grading Policy**

WAOL instructors must submit grades using the following grades only:

A+ = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0.0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

## **Additional Grading Policy**

Students will be assessed on class discussions, group projects, and written assignments. For each assignment, learning objectives and criteria for assessment are detailed. Final grade is calculated on the number of points earned.

## **Additional Information**

All readings will be obtained on the web.

## **Course Schedule**

10 weeks, asynchronous with a one week introduction period before instruction begins

## **Method of Instruction**

Online over the Internet using Eduprise ad Blackboard or WebCT software.

## **Technical Support**

TECHNICAL SUPPORT – for help with Blackboard or WebCT issues. Available 24 hours a day, 7 days a week from Eduprise.

## **Student Rights and Responsibilities**

### **RIGHTS**

You have the right to expect that your instructor will:

- Provide a comprehensive syllabus and course calendar
- Display all due dates for readings, tests, and papers
- Grade or otherwise respond to all tests and papers as stated in the syllabus
- Monitor your participation in the cyber classroom weekly and occasionally comment on it
- Inform you of your current grade and relative class standing upon request
- Respond to any e-mail and answer all appropriate questions
- Behave in a professional manner, respecting you as an individual of intelligence and sensitivity

### **Responsibilities**

As students, you have the responsibility to:

- Behave to all others in the class in a professional manner, being especially careful in e-mail and other electronic communications to avoid personal attacks, harsh criticisms, and objectionable language
- Pay attention to the course calendar, keep up with the course work, submit your work in on time, and support your group members to establish a genuine learning community

### **Participation Policy**

Log in times and location is optional. The actual time online breaks down into 3-5 days per week spending at least 20 minutes-25 minutes on each of the following participatory requirements on each of those days; discussion, participation, journal writing, critical thinking and reading. Or you may find that you need to spend more of the above suggested time in your cyberspace classroom overall. It is advisable that you NOT send less time than described above on this course. It is advisable that you NOT go longer than two days without logging on. To do so could reflect in your falling behind in the coursework and lead to a failing grade.

It is understood that one of the main motivations for taking an online course is that other obligations make it difficult or impossible to attend scheduled, "on-the-ground" college classes. Therefore, the basic unit of time in the course is the module (6 days for the summer session). Material will be posted or otherwise turned in by a specific deadline, but you will always have at least a week's warning about exactly what is due on that date so that you can do it at any time during the week.

You will need to spend about 20 hours a week on the course, in reading, thinking, writing, discussing your ideas with others, and in online sessions. You should log onto Eduprise to attend the cyber classroom at least 5 times a week, but when you do so and from where, of course, is up to you. It is best to log in to your classroom at least once a day, if just to retrieve and print your e-mail. If you procrastinate and fail to log in for more than a few days, you will begin to get lost. Most people who drop out or fail online courses do so because they can't develop the habit of logging in daily to see what is going on and keep in touch with their discussion group.