

COURSE OUTLINE

Child Development 210 Scaffolding Learning in Early Childhood

Catalog Statement

CHLDV 210 compares current cognitive theories and provides methods for bridging the gap between research and classroom practice. Strategies and skills necessary to preparing environments that encourage active learning and problem-solving skills for children are developed. Particular emphasis is given to the project approach to implementation, using the acclaimed innovative Reggio Emilia techniques.

Total Lecture Units: 3.0

Total Laboratory Units: 0.0

Total Course Units: 3.0

Total Lecture Hours: 3.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

Total Faculty Contact Hours: 48.0

Prerequisite: CHLDV 141 or equivalent

Recommended Preparation: Eligibility for ENGL 120 or ESL 151 and MATH 145.

Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

- analyze short essays (at least five paragraphs in length) to identify thesis, topic development and concluding sentences, as well as traditional expressions used to increase coherence;
- evaluate compositions for unity, and sufficiency of development, and coherence, as well as variety of sentence structure;
- organize and write a thesis-driven, organized essay which is at least three paragraphs in length (paragraphs should have a topic sentence and at least five additional sentences which further develop that topic sentence with explanations or examples. These sentences must be in logical order and be connected by transitional expressions, where appropriate. Paragraphs must be tied together by appropriate transitions or other devices which provide cohesion);
- perform the basic mathematical functions and operations of addition, subtraction, multiplication, and division of numbers and angles, as well as solve simple equations;

- demonstrate a foundational knowledge of how children learn and develop, and an understanding of the child's intellectual, physical, social and personal development;
- integrate the theories of how children learn and develop, as well as how they differ in their approaches to learning to actively support children's learning; plan, present and evaluate developmentally, linguistically, and culturally appropriate play based curriculum;
- utilize the concepts of individual and group motivation and behavior to create a learning environment that can encourage positive social interaction, active engagement in learning, and self-motivation;
- understand children's family and community collaborate with parents and professional colleagues and establish a knowledge building community to inform practice;
- demonstrate ethical and advocacy responsibilities in working with children and families;
- utilize observation methods and recording aspects in child development and use formal and informal assessment strategies to evaluate the intellectual, social, emotional and physical development of the learner; utilize appropriate tools (i.e. Early Childhood Environment Rating Scale) to evaluate the effectiveness of curriculum, environments, teaching strategies and other elements of the early childhood program to improve teaching practices for all children;
- apply theoretical knowledge and problem solving skills in practical situations with children;
- design indoor and outdoor environments to support the physical, emotional, social and intellectual development of children;
- practice self-evaluation, reflection, and continually evaluate the effect of their choices and actions on others (children, families, and other professionals in the learning community).

Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- develop an understanding of cognitive theories and the ways in which cognitive developmental, constructivist and socio-cultural theories inform early childhood education;
- identify the teacher's role and typical activities in the programs informed by these theories;
- construct alternate approaches to teaching math, reading, science, and social studies reflecting the theories examined;
- develop an awareness of the role of effective language usage in thinking, learning, and teaching;
- demonstrate an awareness of how social and cultural influences impact all aspects of children's development.

Course Content

Total Faculty Contact Hours = 48.0

An Introduction to Vygotsky (**6 hours**)

His life and works

Approach to development: Social origins of individual mental functioning
Play in Vygotsky's theory

Children with serious learning and behavior problems

Vygotsky's theory in early childhood classrooms

The Relation between Learning and Development: **(8 hours)**

Comparing Vygotsky's theory with other prominent perspectives

John Dewey – Progressive Schools

Jean Piaget - Constructivist

Erik Erikson - Psychosocial

Skinner/Bandura - Behaviorist

Arnold Gesell - Maturationist

Abraham Maslow – Humanist

Others

Current Approaches to Early Childhood Education **(8 hours)**

Levatelli Approach

High Scope Approach

Kami-De Vries Approach

DAP - Developmentally Appropriate Practice

An Introduction to the Reggio Emilia Approach **(4 hours)**

What can we learn from Reggio Emilia

History, ideas and basic philosophy

Emergent curriculum and social constructivism

The Extensions of the Reggio Emilia Approach **(8 hours)**

Cultural variations on Developmentally Appropriate Practice

Using the project approach with two and three year olds

Using the project approach with four and five year olds

Supporting Cognitive Development across the Curriculum **(8 hours)**

Refining the Definition of Developmentally Appropriate Practice

Redefining the traditional roles of child/parent/teacher

Advanced observation and assessment techniques

Promoting language and literature - whole literacy

Promoting conceptual integrity in programs and experiences

Integrating Theory with Application **(8 hours)**

Types of questions to stimulate thinking

Creating a positive questioning environment selecting appropriate questions

Asking questions

Allowing wait time for thinking

Providing feedback

The art of problem-solving

Methods of Instruction

The following methods of instruction may be used in this class:

- classroom lecture and discussion;
- collaborative group work;
- educational technologies including internet, electronic presentations and other media.

Out of Class Assignments

The following out of class assignments may be used in this course:

- reflective writing (e.g. writing in response to assigned reading or other relevant experiences);
- web journal (e.g. maintain a journal examining various professional websites (NAEYC, North American Reggio Emilia Alliance, and The Project Approach and writing about what they learn and/or discover);
- site visit (e.g. observation and documentation of a classroom that reflects the Reggio Emilia approach);
- observations (e.g. observations of children and/or teachers engaged in the project approach);
- project presentation (e.g. students will develop a project that follows the “Project Approach” style of teaching).

Methods of Evaluation

The following methods of evaluation may be used in this course:

- participation (e.g. active participation in discussions, demonstration of leadership in collaborating with other students);
- reflective writing assignments and web journals written observations and summaries;
- project presentation (e.g. oral presentation and associated written documentation demonstrating what students have learned about the Project Approach).

Textbooks

Fraser, Susan and Carol Gestwicki. *Authentic Childhood: Exploring Reggio Emilia in the Classroom*. Canada: Nelson College Indigenous, 2011. Print.

12th Grade Reading Level. ISBN: 978-0766825444

Helm, Judy Harris and Lillian Katz. *Young Investigators: The Project Approach in the Early Years*. New York:Teacher’s College, 2010. Print.

13th Grade Reading Level. ISBN: 978-0807751534

Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- demonstrate an understanding of the ways in which cognitive, constructivist and socio-cultural theories inform early childhood education.
- identify the roles of the teacher, the environment and materials in programs informed by cognitive, constructivist and socio-cultural theories.
- construct alternative and integrated approaches to supporting cognitive and social cognitive development including developmentally appropriate experiences in mathematics, early literacy, science, and social studies reflecting the theories examined. demonstrate an understanding of the Reggio Emilia approach and the ways in which it can support social and cognitive development in early childhood.