

WJ. 1988-89

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF  
EARLY CHILDHOOD DEVELOPMENT

CD201  
HISTORICAL PERSPECTIVES AND  
CONTEMPORARY ISSUES

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HISTORICAL PERSPECTIVES AND CONTEMPORARY ISSUES

COMPETENCIES

1

Students will understand the historical influences on contemporary early childhood programs.

2

Students will have a knowledge of the major contemporary program models in early childhood.

3

Students will be able to identify contemporary issues related to early childhood and express views based on their personal philosophies.

4

Students will be able to express a personal philosophy for an early childhood program based on theories and ideas discussed in this course.

Students will understand the historical influences on contemporary early childhood programs.

Learning Tasks:

1. Discuss important philosophies and practitioners with the following questions in mind:
  - a) What did they believe?
  - b) How did they influence educational thought and practice?
2. Prepare a time-line. As a group develop dating from Plato to Piaget.
3. Choose an important historical figure and submit a brief summary of his/her beliefs and influences.

Students will have a knowledge of the major contemporary program models in early childhood.

Learning Tasks:

1. Form groups to prepare presentations of a variety of contemporary program models in our own and other cultures e.g. High Scope, Waldorf, Child Care in China, etc. Areas to be covered in the presentations are philosophy, methods and role of the teacher.
2. Involve the class in a demonstration of methods. When possible provide audio-visual aids, teaching materials, books, journal and periodical articles, etc.
3. As a group prepare a summary (no more than 4 pages) of the material covered, a description of the demonstration and a bibliography of books, periodicals, films, catalogues, etc.
4. Through discussion and questions the class will demonstrate an understanding and appreciation of the pros and cons of that particular type of program and the influence that particular model has had on the general field of education.

Students will be able to identify contemporary issues related to early childhood and express views based on their personal philosophies

Learning Tasks:

1. Discussed issues e.g. sexism, racism, ageism, provision of daycare for infants and how your values affect examination of them.
2. Read books and articles that help you deal with issues that interest you. Choose a particular issue to focus on. Record your reactions in log form and be prepared to explain to and answer questions from the rest of the class.
3. Form groups to prepare oral presentations in the form of debates, etc. Involve the rest of the class in discussions on your chosen issue.

Students will be able to express a personal philosophy for an early childhood program based on theories and ideas discussed in this course.

Learning Tasks

1. Visit a preschool program and ask the teacher or director about the ideas underlying the program. What does she hope the children will gain from the program? Try to identify a particular movement that may have influenced this program.
2. In class form groups to discuss and formulate an implementable philosophy based on theories, ideas etc. discussed in this course.
3. Submit a brief essay expressing your personal philosophy with regard to educating young children. Describe how it has evolved and consider your major influences.

NOTE: Include footnotes and bibliography.