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GRANDE PRAIRIE REGIONAL COLLEGE

DEPARTMENT OF

EARLY CHILDHOOD DEVELOPMENT

HISTORICAL PERSPECTIVES AND CONTEMPORARY ISSUES

CD201

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HISTORICAL PERSPECTIVES AND CONTEMPORARY ISSUES

COMPETENCIES

COMPETENCY 1

Students will understand the influences on contemporary early childhood programs.

COMPETENCY 2

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

COMPETENCY 3

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

COMPETENCY 4

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

## CD201 Historical Perspectives and Contemporary Issues

### COMPETENCY 1

Students will understand the influences on contemporary early childhood programs.

### Learning Tasks:

1. Discuss and describe important philosophers and theorists with the following questions in mind:
  - a) What did they believe?
  - b) What ideas and changes did they advocate?
  - c) How did they influence educational thought and practice?
2. Form groups and select an important figure. Find interesting ways to present this person's beliefs and influences.

## CD201 Historical Perspectives and Contemporary Issues

### COMPETENCY 2

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

### Learning Tasks:

1. Form a small group (2 or 3 students). Each group will prepare a presentation of a contemporary program model in our own or another culture e.g. Montessori, Waldorf, Summerhill, Child Care in Sweden. Areas to be covered in the presentation are philosophy, methods, materials used.
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 model has had on the general field of education.

## CD201 Historical Perspectives and Contemporary Issues

### COMPETENCY 3

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

#### Learning Tasks:

1. Examine and discuss issues e.g. sexism, television: to view or not to view, stress, 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. Record your reactions in log form and be prepared to explain to and answer questions from the rest of the class.
3. Form a small group and choose an issue. Prepare an oral presentation which will involve the rest of the class.

## CD201 Historical Perspective and Contemporary Issues

### COMPETENCY 4

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. If possible visit a preschool program in Edmonton 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.

Do you believe open education is a good idea? Why or why not? Besides the recurring themes of the great educators presented in this course, are there others you would list? Describe ways you have been or are being influenced by the ideas and theories of the people and events discussed in this class. Express and support your views on current issues discussed in this course.

NOTE: Include footnotes and bibliography.