F. 1988-89

GRANDE PRAIRIE REGIONAL COLLEGE

DEPARTMENT OF

EARLY CHILDHOOD DEVELOPMENT

PROGRAMMING III

CD205

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CD205 PROGRAMMING III

COMPETENCIES

1

Students will understand the meaning of physical, social and logico-mathematical knowledge within the context of child development.

2

Students will know how to program for physical knowledge experiences with preschool children.

3

Students will know how to develop number concepts in a variety of situations in a preschool program.

4

Students will know how to develop, integrate and evaluate relevant experiences in social studies in a preschool program.

5

Students will have a knowledge of the adult's role in a child development curriculum in which children engage in physical, logico-mathematical and social studies experiences.

Programming III GRANDE PRAIRIE REGIONAL COLLEGE
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1

Students will understand the meaning of physical, social and logico-mathematical knowledge within the context of child development.

Learning Tasks:

1. Discuss the Piagetian concept of constructivism and analyze how children construct their knowledge by engaging in physical, social and logico-mathematical experiences.

2. Discuss the three types of knowledge, physical, social and logico-mathematical; the importance of play; the interrelationship of all aspects of development and specific learning.

3. Write a brief description of these three areas of knowledge.

4. Observe young children playing and give examples of children gaining physical, social and logico-mathematical knowledge.

2

Students will know how to program for physical knowledge experiences with preschool children.

Learning Tasks:

1. Discuss what is meant by physical knowledge activities, why we use them and how this approach differs from the science education approach.

2. Discuss the objectives and principles of teaching as defined in Physical Knowledge in Preschool Education, Kamii/De Vries.

3. Devise physical knowledge activities that are appropriate for the pre-operational child. Some activities should rely on the role of observation and some should involve the movement of objects.

4. Keeping in mind the principles of teaching, submit an assessment of four of these activities with the following points in mind:

   a) planning the activity
   b) introducing and trying the activity
   c) examples of children's thinking
   d) evaluation
   e) suggested extensions of play

Students will know how to develop number concepts in a variety of situations in a preschool program.

Learning Tasks:

1. Discuss the nature of number.

2. Discuss why the direct teaching of conservation is a mis-application of Piaget's theory.

3. Develop objectives for "teaching" number.

4. Become familiar with the principles of "teaching" number from the following perspectives:

    a) the creation of all kinds of relationships
    b) the quantification of objects
    c) social interaction with peers and teachers

5. Share examples of situations which can be used to stimulate children's numerical thinking and to promote incidental learning. Submit written observations of children gaining number concepts in at least four such situations. Describe the following:

    a) the situation
    b) your role
    c) examples of children's thinking

6. Assess the use of board games, kits, workbooks, etc. to "teach" number. Provide examples of these.

7. Make a piece of durable equipment for numberplay. Submit a written paper stating how it can be used to develop number concepts.

Students will know how to develop, integrate and evaluate relevant experiences in social studies in a preschool program.

Learning Tasks:

1. Research and discuss objectives for helping children acquire social studies skills.

2. Devise social studies activities that are appropriate for the preschool child.

   e.g. a) planning an ethnic or other celebration
   b) self/family awareness activities
   c) awareness of the environment

   Submit an assessment of at least four of these activities with the following points in mind:

   a) planning the activity
   b) trying the activity
   c) examples of children's thinking
   d) the teacher's role
   e) evaluation
   f) follow up

3. Assess more traditional social studies themes e.g. community workers. In groups discuss how to make these themes more relevant to the objectives for social studies discussed in this course.

4. Research and discuss the value of group names in early education.

5. Discuss the principles of teaching that apply to all group games.

6. Develop three different types of group games for young children and present these orally and in written form paying attention to the following points:

   a) children's play
   b) the value of the game
   c) the teacher's role
   d) evaluation

7. In groups discuss the following issues:

   a) Can competition in games really be harmless?
   b) What does it mean in the reality of the classroom to reduce adult power "as much as possible?"
   c) Is it true that social interaction among children is essential for children's moral and intellectual development?

5

Students will have a knowledge of the adult's role in a child development curriculum in which children engage in physical, logico-mathematical and social studies experiences.

Learning Tasks:

1. Discuss how to create an environment most conducive to the development of autonomy and initiative.

2. Discuss how to integrate physical, logico-mathematical and social studies activities that help to foster independence, nurture an experimental attitude and decrease the teacher's involvement.

3. Assess the teacher's role during play-time, group time and play-time outdoors paying attention to the time spent before and after the activity.

4. Answer study questions on the adult's role in a child development curriculum in which children engage in physical, logico-mathematical and social studies experiences.

Course Textbooks

Required for purchase:

1. Kamii/De Vries, Physical Knowledge in Preschool Education. Implications of Piaget's Theory.

2. Kamii, Number in Preschool and Kindergarten.