

EDEC 4020

Decision Making for Planning, Teaching, and Organizing Early Childhood Classrooms

Class Schedule: Spring 2007
417 Aderhold Hall
Monday & Wednesday
10:10 a.m.-12:05 p.m.

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Course Description:

Welcome to EDEC 4020! This course aims to help future teachers develop as reflective decision makers by understanding and incorporating the major themes, concepts, and skills involved in organizing, planning, and developing instruction in early childhood classrooms.

Required Texts:

Bel-Jean packets (163 E. Broad St., Phone: 706-548-3648).

Goals and Objectives:

1. To understand teaching as intellectual and ethical work contributing to social justice, equality, and democracy.
2. To learn about leaders and the influence of their educational philosophies on the field.
3. To become knowledgeable about various curriculum approaches in the field.
4. To be able to design and implement educational activities meaningful to children's learning and lives.
5. To be aware of various contemporary issues faced by educators in the field.
6. To learn methods for observing and assessing children, classroom environments, and teaching approaches.
7. To develop multiple perspectives and diverse ways of problem solving regarding classroom management dilemmas.

The course follows the conceptual framework for educator preparation programs in the College of Education, which states that the college "aspires to prepare exemplary, reflective professionals to serve a diverse global community" (see <http://ncate.coe.uga.edu/framework/>). The early childhood program shares that aspiration and seeks to prepare exemplary and reflective teachers of young children by committing itself to the standards for early childhood education of the Georgia Professional Standards Commission (see 505-3-.17 at <http://www.gapsc.com/TeacherEducation/Rules/Rules.asp>). The early childhood standards addressed in EDEC 4020 are listed at <http://www.coe.uga.edu/syllabus/edec/EDEC4020PSCStandardsP.pdf>.

Expectations:

I am looking forward to a very productive course in which we will all learn a great deal about trends and issues critical to professional and reflective decision-making in early childhood classrooms. I expect you to be an active participant in class discussions and activities by doing the followings:

- Attend all class sessions and be prompt in attendance.
- Read all assigned readings *before* class and come prepared to discuss them.
- Always bring all related materials (textbooks, notes, etc.) to each class session.
- Contribute to creating an earnest learning environment by turning off cellular phones and by putting away any unrelated materials (e.g., newspapers, other course materials). Lap tops can be used for taking class notes but not used for checking e-mails or doing other work during class time.
- Honestly share your own perspectives and respect other people's personal views, values, experiences, and backgrounds.
- Use pseudonyms when discussing individual children, families, or teachers inside or outside of class.
- Put as much into this course as you expect to get out of it.

Note. This course contains both university and field components. Students must pass both EDEC 4020 and EDEC 4020L in order to pass the course and progress to student teaching.

Academic Honesty:

All students are expected to conform to The University of Georgia's academic honesty policy (see http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm). Unless otherwise stated in writing by the instructor, all assignments and exams are to be completed without assistance of other students.

Attendance & Participation:

Your attendance is required for each class meeting. If you do not attend class, you are unable to participate in the important discussions and activities that will be undertaken during class time. Attendance is also a reflection of your professionalism. In addition, promptness is expected both in class and in the field. It is your responsibility to communicate with instructors, mentor teachers, and university facilitators regarding any absence. Please provide a documented account of any illness for an excusable absence. Absence from class can affect your grade and will be discussed with individual students when the need arises.

Equally important is your advance preparation for each class. *Before* class please read assigned readings by reflecting on your own learning and teaching experiences. Your careful preparation and your enthusiastic and respectful participation will contribute to your and your peers' learning.

Assignments:

This course has class assignments, field assignments, and a cumulative exam. Except for the cumulative exam, all other assignments should be typed (double-spaced, 1 inch margin, Times New Roman, font size 12). No cover page is necessary. Type your name in the upper left-hand corner and the assignment title in the upper right-hand corner of the first page. Late submissions are not acceptable.

Class Assignments

1. Educational Philosophy Statement (Due: 2/5)

During Segment I of this course, you will read and discuss educational thinkers and women leaders who have greatly influenced the field of early childhood education. Choose 1-2

educational thinkers or women leaders whose ideas affect your views of early childhood education most. Write a 3-page statement about their impact on your developing educational philosophy. Your statement should include the following information:

- Whose ideas influenced you most?
- Specifically what aspects of her (their) ideas did you find significant, insightful, touching, or challenging?
- What were your views of early childhood education like before knowing her (them)?
- How did her (their) ideas change your perspectives of early childhood education and its mission?

2. Curriculum Approach Paper (Due: 2/21)

During Segment II of this course, you will also learn about 5 curriculum models, including Montessori, Reggio Emilia, the Project Approach, Creative Curriculum, and High Scope. For this assignment, select 3 curriculum models that you find most attractive and discuss the followings (no more than 4 pages):

- What are commonalities and differences of the 3 curriculum models that you chose?
- What are the characteristics of the 3 curriculum models that fit your educational philosophy and that you would like to implement in your future classrooms?
- What are some contemporary issues discussed in class that particularly draw your attention and that you would like to incorporate in your future practices?

3. Online Case Responses (Due: see Segment IV schedule)

During Segment IV (after field-experience), you will be exposed to various dilemmas early childhood teachers face when managing their classrooms. You will need to check out the case web site (the address will be announced later) to listen to each case and respond to the questions posted online *before* each class. You will receive a full credit for each entry as far as your responses are relevant to the questions posed and the assignments are submitted in a timely manner.

Field Assignments:

1. Integrated Lesson and Assessment Report (Due: 4/2)

Develop a thematic lesson that integrates at least two content areas and that includes an assessment method (or methods) discussed in class. This should be a lesson that you can teach for 20-30 minutes per day for 3-5 days—Days of your lesson, however, do not have to be successive (i.e., two afternoon sessions per week for 2 weeks). Teach this lesson in a small group(s) or in the large group. The lesson must be formally approved by both your cooperating teacher and your university facilitator before its implementation. Your report should be 5-pages and include the following information:

- Title of the activity
- Objectives
- Grade level
- Time (e.g., calendar) and group format (e.g., the large group) used for the lesson
- Brief descriptions of each day's lesson procedures
- Materials used
- Assessment methods utilized

- Reflection: How well do you think you and the students achieved instructional objectives? How meaningful do you think the activity was for the children's learning and lives? How would you like to modify the topic or procedures of the lesson for your future implementation and why? How would you like to modify the assessment method(s) and why?
- Signature and 1-2 sentence comments by your cooperating teacher

2. Descriptions of Dilemma Situations (A list of topics due: 4/4, Full descriptions due: 4/30)
 For this assignment, select 3 most challenging dilemma situations that you, as a student intern and a future teacher, faced during your field experience and describe the situations in great detail (1-1.5 pages/dilemma). When describing each dilemma situation, consider the following aspects:

- When did it happen?
- How did it happen?
- Who were involved in that situation?
- How did each person (e.g., yourself, a child or children, your mentor teacher) act and react to each other?
- What happened as the result?
- What did you think/feel about the situation?

Cumulative Exam:

The exam in this class will be cumulative in nature, with questions posed throughout the course. At the beginning of each class you will respond in quick writing to the questions based on your understanding about assigned readings.

Grading:

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| • Educational Philosophy Statement | 20% |
| • Curriculum Approach Paper | 20% |
| • Online Case Responses | 15% |
| • Integrated Lesson and Assessment Report | 20% |
| • Descriptions of Dilemma Situations | 15% |
| • Cumulative Exam | 10% |

- A: 95-100
- A-: 90-94
- B+: 87-89
- B: 84-86
- B-: 80-83
- C+: 77-79
- C: 74-76
- C-: 70-73
- D: 60-69
- F: 59 or Below

Tentative Schedule:

Date	Topics & Readings	Assignments
Week 1: January 8	Course Overview	
January 10	Why Teach? Nieto, S. (Ed.). (2005). <i>Why we teach</i> (pp. 3-11, 201-220). New York: Teachers College Press.	
SEGMENT I: Early Childhood Education in Historical Contexts		
January 15	No Class: M.L.K. Day	
Week 2: January 17	US Contexts Nourot, P. M. (2005). Historical perspectives on early childhood education, In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4 th ed., pp. 3-43). Upper Saddle River, NJ: Prentice Hall.	
January 22	Educational Thinkers' Influence on ECE Morrison, G. S. (2004). The past and the present. In Author, <i>Early childhood education today</i> (9 th ed., 81-109). Upper Saddle River, NJ: Prentice Hall.	
Week 3: January 24	Women Leaders (I): Patty Smith Hill Wolfe, J. (2000). Patty Smith Hill. In Author, <i>Learning from the past: Historical voices in early childhood education</i> (pp. 249-300). Mayerthorpe, Alberta: Piney Branch Press.	
January 29	Women Leaders (II): Lucy Sprague Mitchell Wolfe, J. (2000). Lucy Sprague Mitchell. In Author, <i>Learning from the past: Historical voices in early childhood education</i> (pp. 351-382). Mayerthorpe, Alberta: Piney Branch Press.	
Week 4: January 31	Women Leaders (III): Maria Montessori Wolfe, J. (2000). Maria Montessori. In Author, <i>Learning from the past: Historical voices in early childhood education</i> (pp. 225-247). Mayerthorpe, Alberta: Piney Branch Press.	
SEGMENT II: Early Childhood Curriculum Models		
February 5	Montessori Methods Torrence, M., & Chattin, J. (2005). Montessori education today. In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4 th ed., pp. 363-394). Upper Saddle River, NJ: Prentice Hall. *Waseca Learning Environments (580 Tallassee Rd., Athens, GA 30606)	<u>Due:</u> Educational Philosophy Statement
February 6	Meet Your Teacher Day	
Week 5: February 7	Jean Piaget Berk, L. E. (2000). Cognitive development: Piagetian and Vygotskian perspectives. In Author, <i>Child development</i> (pp. 221-223, 235-253, 257-259). Boston: Allyn & Bacon.	

February 9	Full Day in Field	
February 12	<p>Creative Curriculum/High Scope</p> <p>1. Dodge, D. T., & Colker, L. J. (1992). <i>The creative curriculum for early childhood</i> (3rd ed., pp. x-2, 5-10, 14-23, 35-41, 64-69). Washington, DC: Teaching Strategies.</p> <p>2. Weikart, D. P., & Schweinhart, L. J. (2005). In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4th ed., pp. 235-250). Upper Saddle River, NJ: Prentice Hall.</p> <p>*Visit McPhaul Center</p>	
Week 6: February 14	<p>Dewey, Piaget, Vygotsky, & Malaguzzi</p> <p>1. Berk, L. E. (2000). Cognitive development: Piagetian and Vygotskian perspectives. In Author, <i>Child development</i> (pp. 221, 258-267). Boston: Allyn & Bacon.</p> <p>2. Rankin, B. (2003). Dewey, Piaget, Vygotsky: Connections with Malaguzzi and the Reggio approach. In Hendrick, J. (Ed.). <i>Next steps toward teaching the Reggio way: Accepting the challenge to change</i> (2nd ed., pp. 27-35). Upper Saddle River, NJ: Prentice Hall.</p>	
February 16	Full Day in Field	
February 19	<p>The Reggio Emilia & Project Approach</p> <p>1. New, R. S. (2005). The Reggio Emilia Approach: Provocations and partnerships with US early childhood educators. In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4th ed., pp. 313-335). Upper Saddle River, NJ: Prentice Hall.</p> <p>2. Kat, L. G., & Chard, S. C. (2005). The project approach: An overview. In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4th ed., pp. 296-310). Upper Saddle River, NJ: Prentice Hall.</p> <p>*<u>Guest Speaker</u>: Dr. Julia Atilas</p>	
Week 7: February 21	<p>Insights Gained from the Curriculum Models</p> <p>Group work on brainstorming lessons guided by different curriculum models</p>	<u>Due:</u> Curriculum Approach Paper
February 23	Full Day in Field	
<p>SEGMENT III: Field Experience</p>		
February 26	<p>Designing/Implementing Lesson and Assessment Reflecting on Dilemma Situations</p> <p>(Spring Break 3/12-3/16)</p>	
- March 30		

SEGMENT IV: Classroom Organization & Management		
April 2	Reflections on the Field Experience	<u>Due:</u> Integrated Lesson & Assessment Report
Week 12: April 4	Dilemmas Experienced in the Field & Case Study Orientation	<u>Due:</u> A list of dilemma topics
April 9	Case 1: A Troubled Child (I) – Online Check out the case web site	<u>Due:</u> Case Response
Week 13: April 11	Case 1: A Troubled Child (II) – Online Gnezda, N. (2005). <i>Teaching difficult students: Blue Jay in the classroom</i> (pp. 5-9, 51-77, 92, 97-99). Lanham, MD: Scarecrow Education.	<u>Due:</u> Case Response
April 16	Case 2: Confrontation with Parents (I) – In class Check out the case web site	
Week 14: April 18	Case 2: Confrontation with Parents (II) - Online 1. Graham, K., & Johnson, L. (1998). What is the role of parents and community members? In J. Ferrini-Mundy, K. Graham, L. Johnson, & G. Mills (Eds.), <i>Making change in mathematics education: Learning from the field</i> (pp. 73-86.) National Council of Teachers of Mathematics. 2. Gibbs, N. (2005, February). What teachers hate about parents. <i>Time</i> , 40-49.	<u>Due:</u> Case Response
April 23	Case 3: Homework (I) – In class Check out the case web site	
Week 15: April 25	Case 3: Homework (II) - Online 1. MacKenzie, R. J. (2003). Solving problems with homework. In Author, <i>Setting limits in the classroom</i> (Rev., pp. 280-306). New York: Three Rivers Papers. 2. Pellegrini, A. D., & Bohn, C. M. (2005). The role of recess in children’s cognitive performance and school adjustment. <i>Educational Researcher</i> , 34, 13-19.	<u>Due:</u> Case Response
April 30	Concluding 4020	<u>Due:</u> Descriptions of Dilemma Situations