

Middle East Technical University
Faculty of Education
Department of Elementary Education

ECE100

Introduction to Early Childhood Education

Instructor: Dr. Feyza Tantekin Erden

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Hours: Tuesday 13.00-14.30

Thursday 13.00-14.30

Class hours: Mondays 13:40-16:30 (EF25)

General Comments:

If you have any questions, concerns, suggestions, or problems with the course, address them in open class discussions. If these problems affect you individually, please do not hesitate to e-mail or call me. I encourage and look forward to your participation and successful completion of this course.

Course Description:

This course will introduce students to the field of early childhood education, including an overview of the history of the field, and philosophical, psychological, and social foundations of early childhood education. The course will also focus on the characteristics of young children and the standards of early childhood educators. In addition, participants in this course will be provided strategies to plan a safe and healthy learning environment. Throughout the course, students will be expected to begin developing their own philosophy of early childhood education.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Define the historical foundations for early childhood education.
- Apply knowledge of child development in planning for young children.
- Describe major learning theories and their implications for young children.
- Understand the elements of appropriate assessment for young children.
- Explain the significance of supporting and involving families.
- Use criteria to select and evaluate materials for play and learning and adapt environments to meet the needs of young children.

Course Outline:1. The *What* of Early Childhood Education

The Scope of and Need for Early Childhood Education

2. The *Who* of Early Childhood Education

The Children

The Families

The Teachers

3. The *Why* of Early Childhood Education

Rationale Supporting Early Childhood Education (Influential people in the history of early childhood education/ Influential theorists of child development/Application of theories in early childhood education)

Goals, Objectives, and Evaluation

4. The *Where* of Early Childhood Education

The Physical Environment

5. The *How* of Early Childhood Education

Curriculum

Scheduling and Curriculum Planning

Guidance

Guiding Routines and Group Activities

Guiding Social Behaviors

Helping Children Cope With Stress

Textbooks:

Essa, E. L. (1999). *Introduction to Early Childhood Education* (3rd ed.). Albany: Delmar.

Henniger, M. L. (2002). *Teaching Young Children: An Introduction* (2nd ed.). New Jersey: Merrill Prentice Hall.

Morrison, G. S. (2001). *Early Childhood Education Today* (8th ed.). New Jersey: Merrill Prentice Hall.

Teaching Strategies:

The instructional strategies used in this course will be varies and will include, but not be limited to cooperative learning, teacher and student-led discussions, individual and/or group presentations, lecture, teacher-student interaction, and other activities.

Course Requirements/Expectations:

1) Attendance and participation:

Your active participation in the class is a significant part of the learning process for all of us. This includes participation in class discussions, regular attendance, prompt arrival to class, attendance throughout the entire class period and behavior which does not distract your classmates. Class starts on time. Attendance will be taken within the first 5 minutes of class. After 5 minutes, you will be accepted as absent for the day. It is your responsibility to check in with your professor for any emergencies prior to class. Three unexcused absences will result in the final course grade being lowered one letter grade.

2) Midterm and final: Two tests will be administered. Each will address lectures, and class discussions.

3) History timeline: In small groups you will be assigned two influential people in the history of early childhood education. You will create a visual presentation that will become part of a history of ECE timeline. The timeline will be posted in the room. Your section will include

the names of the people, dates, philosophical base, and their contributions to the field. The addition of photographs and other interesting information is encouraged.

4) Term Paper: You will write a term paper involving the answers of the following questions:

- What is early childhood education?
- What do I know about young children?
- Why do I want to teach?
- Why do I want to be an early childhood educator besides liking children?
- What is my philosophy of education?
- What is the role of the parents in early childhood education?
- Looking back at the history of early childhood education, who have the greatest impression on you? Why?

5) ECE Professional Interview:

Interview a person who is working in the ECE field as a professional. In your write-up of the interview, explain why the person entered the field, the educational background of the person. Discuss what she/he likes about his/her job and what she/he would change if she/he could.

What advice would this person give to someone just entering the ECE field?

You will also make a 5-minute presentation of your interview in the class.

Tentative Schedule:

Week 1	23/09/02	Discussion of Syllabus
Week 2	30/09/02	The Scope and Need for ECE
Week 3	07/10/02	Children: Age-Related Commonalities/ Play/ Children with Special Needs
Week 4	14/10/02	Families: Communication with Parents/ Parent Involvement/ Parent Education
Week 5	21/10/02	Teachers: Teachers' Developmental Stages/ Qualities of the Good ECE Teacher
Week 6	28/10/02	No class
Week 7	04/11/02	Influential people in ECE
Week 8	11/11/02	Midterm
Week 9	18/11/02	Theories of Child Development
Week 10	25/11/02	Interview Presentations
Week 11	02/12/02	Goals/Objectives/Evaluation
Week 12	09/12/02	Physical Environment
Week 13	16/12/02	Curriculum
Week 14	23/12/02	Guidance
Week 15	30/12/02	Discussion/Questions

Evaluation Criteria:

<i>Course requirement</i>	<i>Due date</i>	<i>% of final grade</i>
History timeline	November 4	10
Midterm	November 11	20
Professional Interview	November 25	20(10+10)
Term paper	December 16	20
Final	Announced later	30

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. You will be notified of any changes in class.