



EDEC 3328: Foundations of Early Childhood Development
Department of Educator & Leadership Preparation
Early Childhood

INSTRUCTOR INFORMATION

Instructor Name: Kimberly Gomez	A&M-San Antonio email: kvillarreal@tamusa.edu
Virtual Office Hours: Tuesday 4:00-5:00 pm	Meeting Times: This course is an asynchronous online course (OLC-A) and students are not required to attend class at a scheduled time. All modules are weekly and asynchronous. Assignments and participation are due at specific times stated on Blackboard. Feel free to reach out if you need a virtual meeting.

TEXTBOOK AND/OR RESOURCE MATERIALS

MANDATORY TEXTBOOK:

- Mooney, C. G. (2013). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. (2nd Ed). Redleaf Press.
- 978-1-60554-138-9 (pbk.)
 - 978-1-60554-248-5 (e-book)

DESCRIPTION & OBJECTIVES

COURSE DESCRIPTION:

EDEC 3328. Foundations of Early Childhood Development. 3(3-0)

Students will gain an understanding of the foundational theories and philosophies of early childhood.

PROGRAM STUDENT LEARNING OBJECTIVES:

Student Learner Outcomes (S.L.O.): At the end of this course, the student will be able to:

SLO 1. Analyze, discuss and evaluate the foundational theories and philosophies of early childhood.

SLO 2. Identify and articulate the historical underpinnings of constructivist and social constructivist theories.

SLO 3. Compare and contrast the leading theories of childhood: Dewey, Montessori, Erikson, Piaget, Vygotsky, and Steiner.

SLO 4. Develop skills in providing peer feedback through discussion posts.

SLO 5. Provide meaningful feedback to peers on writing conventions (grammar, spelling, sentence, and paragraph construction).

SLO 6. Describe how theories affect instructional decisions.

PPR Standards:

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and are responsive to their developmental characteristics and needs.

NAEYC STANDARDS:

STANDARD 1 Child Development and Learning in Context Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence based decisions that support each child.

STANDARD 2 Family–Teacher Partnerships and Community Connections Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal

relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

- 2a: Know about, understand, and value the diversity of families.
- 2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

STANDARD 3 Child Observation, Documentation, and Assessment Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

STANDARD 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b)

understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

- How to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

STANDARD 6 Professionalism as an Early Childhood Educator Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

COURSE STRUCTURE:

The instructional methods for this course will include:

- Asynchronous online course lectures and discussions
- Online training modules or exercises
- Discussion Board Posts (Collaborative)

ASSIGNMENTS:

Assignments	Description
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Weekly Discussions	<p>Read the assigned chapters, readings and watch the videos. Then, participate in Blackboard discussions: Post an initial answer to discussion questions related to each theorist (10 points) and then respond to at least two of your peers' posts (5 points).</p> <p>Meet and Greet Theorists:</p> <ul style="list-style-type: none"> ○ History & Theories (10+5) ○ Dewey (10+5 points) ○ Montessori (10+5 points) ○ Erikson (10+5 points) ○ Piaget (10+5 points) ○ Vygotsky (10+5 points) ○ Steiner (10+5 points) ○ Image of the Child (10+5) <p>Models:</p> <ul style="list-style-type: none"> ○ High/Scope (10+5) ○ Reggio Emilia (no points)
Early Childhood Development Theories – Key Concepts	<ul style="list-style-type: none"> • Open the attached file, read the rubric at the end of the file (see Module 1) and fill the file weekly with key concepts/ideas, definitions of these key concepts/ideas, and examples by answering these questions: <ul style="list-style-type: none"> ○ How has this key concept contributed to the design and implementation of pedagogy and curriculum in early childhood education? How can it be applied in classroom practice or policy development? • You should conduct research to be able to answer these questions. You can use assigned class readings and videos as well. Make sure you check the rubric stated at the end of the form. (50 Points)
Philosophy of Early Childhood Education	<ul style="list-style-type: none"> • Develop a 800-1000words (typed) paper stating your philosophy of early childhood education and answer the following questions/points in a separate paragraph: <ul style="list-style-type: none"> ○ Why do you believe what you believe? ○ Which theorists inform your views of learning and teaching in early childhood education? Why? ○ Describe classroom practices or program policies that you would create to support quality programs for young children and their families. • Make sure you use APA style and cite correctly. Please check the rubric and make sure you have read the textbook and understood all the theorists well before completing this assignment because it is more about your reflection after you understand all well enough. (see Module 1) (50 Points)