

# Minnesota State College Southeast

## ECED 2375: Early Childhood Learning

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 2

Lab Hours/Week: 2

OJT Hours/Week: \*.\*

Prerequisites:

This course requires the following prerequisite

ECED 1225 - Inspiring Play and Active Inquiry

Corequisites: None

MnTC Goals: None

This course provides the learner experience in application and developing curriculum while utilizing effective instructional methods. The course will identify how children develop and learn as well as establish the roles of the family and teacher. Emphasis will be placed on supporting diverse learners and enhancing the learning environment for all learners while supporting active inquiry. Curriculum design and implementation will include math, science, literacy, blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors. Students will be required to participate in a practicum experience working with young children, birth through age eight, for a portion of the semester/credit hours. (Prerequisite: ECED1225) (3 credits: 2 lecture/1 lab)

**B. COURSE EFFECTIVE DATES:** 05/26/2010 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Develop Curriculum
2. Learning Styles
3. Environments
4. Curriculum Models
5. Design/Incorporate Assessment

#### **D. LEARNING OUTCOMES (General)**

1. Apply child development and learning theory that is fundamental in providing developmentally appropriate practice
2. Design and implement developmentally appropriate learning experiences while encompassing the diverse needs of each child in regards to cognitive, social and emotional, physical, and language development
3. Establish environments in which responsive and predictable interaction sequences occur in addition to promoting positive and constructive interactions
4. Explore how children grow and develop and apply reflective curriculum
5. Identify the main principles of the Montessori program, High/Scope, Reggio Emilia, DAP, The Project Approach, Creative Curriculum, and emergent curriculum Reggio Emilia, models
6. Identify the major features and common concepts of educational curricula based on Piaget's theory
7. Demonstrate experiences enabling children to use play in learning
8. Illustrate the ongoing cycle of observing, assessing, guiding, learning, and reflecting on each learner's progress and the teacher's instructional methods
9. Develop and utilize formative and summative assessment tools to enhance learning
10. Describe the purpose of observation as an assessment tool
11. Identify a variety of ways to assess children's development, learning and behavior
12. Identify and explore ways to foster self-discipline and prosocial behavior in children
13. Identify strategies for handling children's challenging behaviors
14. Analyze the goals of behavior guidance
15. Analyze theories for guiding children's behavior
16. Understand the relationship between the home, school, and community connections
17. Demonstrate professionalism, advocacy, and ethical standards within the early childhood field

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted