UNIVERSITY OF MANAGEMENT & TECHNOLOGY

SCHOOL OF SOCIAL SCIENCES & HUMANITIES

Department of Education

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| Program | Ph.D Education |
| Course Title | **Perspectives of Early Childhood Care and Education** |
| Course Code | ED 720 |
| Semester  |  |
| Credit Hours | 3 |
| Class Day and Time |  |
| Duration | 15 weeks |
| Course Instructor  | Dr. Amna Yousaf. (Assistant Professor)  |
| Contact Details | Email: amna.yousaf@umt.edu.pk  |

**Course Description**

The field of early childhood education and the science of psychology have a long and closely intertwined history. The study of young children's learning within school contexts provides a test of developmental theory while at the same time identifies the limits of psychology for informing practice. This course will introduce students to contemporary principles related to early learning and care with a particular focus on discovering points of connection between theory, research, policy and professional practice. Through readings, observation, critical reflection and discussion, students will explore perspectives and tensions in early learning and care framed within human rights, ethical practice, governance, advocacy and leadership. Students will learn to identify ways in which these influences connect, combine and affect the daily lives of young children, families, educators and communities in professional early learning and care environments.

**Course Objectives**

Students will be able to:

* understand developmentally appropriate instruction from the social and psychological perspective.
* ensure that young children's schooling adequately addresses content while simultaneously supporting social and emotional development.
* examine the role of empirical inquiry in developmental psychology for the practice of early education.
* To learn to use professional reflection as an effective support for continual growth, learning, and improvement of professional practice as it pertains to early childhood education and care.

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| **Week** | **Topics** |
| 1 | Introduction to Early Childhood Education |
| 2 | History, Issues and Services in the Field |
| 3 | Understanding Development: **Perspectives on Early Learning** |
| 4 | Understanding Child and family Diversity |
| 5 | Supporting Social-Emotional Development through Guidance |
| 6 | The Learning Environment |
| 7 | Early Childhood Curriculum and Different Approaches |
| 8 | **Mid Term** |
| 9 | **Children at Play** |
| 10 | **Connections and Relationships** |
| 11 | Parental Involvement in Early Childhood Education |
| 12 | Current Issues in Early Childhood Education: Preschool Education in Mixed- versus Single-Age Groups |
| 13 | Development and Assessment in Early Childhood |
| 14 | Contemporary Perspectives and Research on Early Childhood Education |
| 15 | **Final Term** |

**Course Assessment**

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| 1 | Presentation of review of Assigned Research | 10 Marks |
| 2 | Presentation of Assigned Book Chapter | 15 Marks |
| 3 | Mid term | 20 Marks |
| 4 | Class Participation | 15 Marks |
| 5 | End Term Examination | 40Marks |

**Evaluation of participants’ performance:**

Relative grading as per policy of the UMT.

**University regulations:**

Policies related to excused absences, cheating/ plagiarism, withdrawal and other related issues can be found in Participants Handbooks located at:

<http://www.umt.edu.pk/offices/registrar/Participants/Handbook.html>. As student and faculty at the University of Management and technology, we are all responsible for adhering to these policies.

**Attendance, Participation and Late Assignments:**

All participants are expected to be regular and punctual. In case a participant is absent in six classes, she/ he will get an ‘F’. Overall, 80 percent attendance is compulsory.

Participation is an important part of this course. You must be an active learner because you will need to adapt what you are learning to your own teaching:

* Preparing for class by completing reading and writing assignments
* Remaining alert, attentive, and respectful during discussions and activities (e.g. reading irrelevant materials, text-messaging, or sleeping are not appropriate)
* Respecting others other’s opinions
* Avoiding offensive language
* Displaying a positive attitude

**Guidance-Counseling Services:**

Participants are free to discuss the progress of their course during scheduled counseling hours. These hours will be communicated after commencement of introductory session. However, participants are allowed to use other channels of communications like email, and telephone both land and cellular.

**Written submissions:**

To receive a grade, each submitted assignment must be typed in a twelve-point font size. At the top front page of each assignment, please identify the name of the course, assignment, date of submission and your name or the names of the each of the group members.

**Grammar and spelling:**

Grammar and spelling are as important as the mechanics of writing in all assignments. It is critical that spell check is used in all word-processed documents and that your work is edited for correctness. Grammar and spelling will be part of the evaluation of your assignments.

**Withdrawal:**

Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. However, if you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved or if you anticipate that the class meetings, assignments deadlines or abiding by the course policies will constitute an unacceptable hardship for you. In such case you should drop the class by the drop-add deadline.

**Readings**

Darragh, J. (2010). Introduction to Early Childhood Education: Equity and Inclusion. Merril: Prentice Hall: New York

JOAN PACKER ISENBERG MARY RENCK JALONGO (2020). MAJOR TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION Challenges, Controversies, and Insights: New York and London

[Suzanne Krogh](https://www.pdfdrive.com/search?q=Suzanne+Krogh) & [Kristine Slentz](https://www.pdfdrive.com/search?q=Kristine+Slentz) (2004). The Early Childhood Curriculum

[Marilou Hyson](https://www.pdfdrive.com/search?q=Marilou+Hyson) (2018). Enthusiastic and Engaged Learners: Approaches to Learning in the Early Childhood Classroom

[Hillevi Lenz Taguchi](https://www.pdfdrive.com/search?q=Hillevi+Lenz+Taguchi) (2009) Going Beyond the Theory Practice Divide in Early Childhood Education: Introducing an Intra-Active pedagogy

Alpay, E. (2003). The contribution of Vygotsky's theory to the contribution of our understanding of the relation between the social world and cognitive development. London: Imperial College.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. Annual Review of Psychology, 52, 1-26.

Biehler, R. F. & Snowman, J. (2003). Psychology applied to teaching. (10th ed.). Boston: Houghton Mifflin.

Ormrod, J. E. (2004). Educational psychology: Developing learners (4th ed.). Columbus, OH: Merrill-Prentice Hall

Piaget, J. (1952). Origins of intelligence in children. New York: International Universities Press.

Piaget, J. (1970). The science of education and the psychology of the child. New York: Orion Press

Woolfolk,A., Walkup,V., &Huhes,M. (2016). Psychology in Education: Longman

Santrock, J. W. (2011). *Educational psychology*. (2nd ed.). New York: McGraw Hill.

Santrock, J. W. (2005). *Life-span development*. (10th ed.). Boston, MA: McGraw Hill.

Slavin, R. (2006). Educational psychology: Theory into practice (8th ed.). Boston: Allyn and Bacon.