UNIVERSITY OF MANAGEMENT & TECHNOLOGY

SCHOOL OF SOCIAL SCIENCES & HUMANITIES

Department of Education

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| Program | Ph.D Education |
| Course Title | **Seminar on Early Childhood Care and Education** |
| Course Code | ED 721 |
| 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](mailto:amna.yousaf@umt.edu.pk) |

**Course Description**

Early Childhood Education Seminar is designed to introduce students to concepts and practices expected of them during their Practicum experience. Practicum students will meet as a group once a week. Topics include child observation and assessment, curriculum planning, and family interactions. Practicum and seminar assignments are explained and discussed, and students are guided through planning and reflection processes related to their observation and teaching experiences. Students will co-plan and coordinate responsibilities for teaching and discuss their experiences in the early childhood settings.

**Course Objectives**

**Students will be able to:**

* Develop practical teaching skills, including interactions with individual children, small groups, and large groups of children.
* Complete Child Assessment and Portfolio.
* Gain skill in interpreting data and making inferences.
* Implement standards and practices for children’s health and safety.
* Participate as part of a teaching team.
* Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children.
* Become a culturally responsive educator.

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| **Week** | **Topics** |
| 1 | Observation and Documentation of Children’s Growth & Learning |
| 2 | Classroom Environments and Materials |
| 3 | Classroom Schedules and Routines |
| 4 | Adult-Child Interactions |
| 5 | Curriculum Planning and Reflection/Evaluation |
| 6 | Classroom Teaching & Learning Strategies |
| 7 | Team Teaching and Collaboration |
| 8 | **Mid Term** |
| 9 | Family Communication, Education and Collaboration |
| 10 | Small Group work including Team planning, teaching and evaluation |
| 11 | Observation guidance and counselling |
| 12 | Leadership in early childhood and care |
| 13 | Early childhood education and digital era |
| 14 | Quality child care programs |
| 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:**

* Hohmann, M. & Weikart, D. (2002). Educating young children. Ypsilanti, MI: High/Scope Press.
* Homann, M. (2002). A study guide to Educating Young Children. Ypsilanti, MI: High/Scope Press.
* Helm, J.H. & Katz, L. (2001). Young Investigators: The Project Approach in the Early Years. Washington, D.C.: NAEYC
* Scheinfeld, D.R., Haigh, K.M. Y Scheinfeld, S. (2008). We are all explorers: Learning and teaching with Reggio principles in urban settings. New York, NY: Teachers College Press
* Gandini, L., Ethredge, S. & Hill, L. (Eds.) (2009). Insights and inspirations from Reggio Emilia: Stories of teachers and children from North America. Worcester, MA: Davis Publications, Inc.
* Hendrick, J. (1997). First steps toward teaching the Reggio way. Upper Saddle River, NJ: Prentice Hall. Hendrick, J. (2004). Next steps toward teaching the Reggio way: Accepting the challenge to change. Upper Saddle River, NJ: Prentice Hall