

EDHD 605
CURRICULUM IN EARLY CHILDHOOD EDUCATION
FALL 2004, WEDNESDAY 4:15-7:00 PM

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Course Overview:

The purpose of this course is to study early childhood curricula through an analysis of historical and theoretical antecedents to the field as well as other programmatic influences on early childhood education. We will study the major models of early childhood programs and examine how those approaches have changed over time and whether or not their influence is still felt today. Recent interest in early childhood education within policy spheres (e.g., how 'brain' research has popularized early childhood, the current focus on early reading, the impact of NCLB on early intervention and preschool/kindergarten programs) will be addressed as well, particularly with respect to ways in which this interest is directly connected to what we know about early childhood pedagogy (especially developmentally appropriate practices). We will look at two curricula (Constructivist and Reggio Emilia) in more depth. Participants will select one aspect of each approach to study more intensively and facilitate a class discussion. A final project will enable participants to develop and design a unique program.

Course Objectives:

Participants in this course should be able to:

1. Compare and contrast the philosophical, theoretical and curricular differences of the various programmatic models discussed in class.
2. Delineate the main components of constructivist and Reggio Emilia based early childhood programs.
3. Evaluate programs within the framework of Developmentally Appropriate Practices.
4. Design a program based upon a careful synthesis of the literature and the pedagogical needs of young children.

Texts:

Cadwell, L. (1997). Bringing Reggio Emilia home An innovative approach to early childhood education. New York: Teachers College Press. **(RE on schedule)**

DeVries, R., & Zan, B. (1994). Moral classrooms, moral children. Creating a constructivist atmosphere in early education. New York: Teachers College Press. **(MC on schedule)**

Goffin, S., & Wilson, C. (2001). Curriculum models and early childhood education. Appraising the relationship. 2nd Edition. Upper Saddle River, NJ: Prentice-Hall, Inc. **(CMECE on schedule)**

Montessori, M. (2004) (Gutek, G.L., Ed.). The Montessori method. Lanham, MD: Rowman & Littlefield Publishers. **(MM)**

Weber, E. (1984). Ideas influencing early childhood education. A theoretical analysis. New York: Teachers College Press. **(IECE on schedule)**

Evaluation:

1. Read extensively from the assigned text and additional sources as needed, and be prepared to participate in class. The course will be conducted in an open discussion format, and all participants are expected to contribute.
2. Prepare a comparison of two early childhood models. Details to be discussed in class, and explicit instructions will be distributed. Due Date: 11/3
3. Participate in the preparation and facilitation of one component of both the constructivist and the Reggio Emilia curriculum discussions. This will be discussed further in class. Due Date: a sign up sheet will be distributed in class with sign up dates identified.
4. Prepare a final project which involves an in-depth analysis of one approach to the early childhood curriculum **OR** develop a proposal for a curricular innovation in early childhood. Details will be discussed in class and explicit instructions will be distributed. Due date will be either last day of class or during exam week.

Schedule of Topics and Readings *, **, ***

9/1	Introduction	
9/8	The Roots of Early Childhood Education: Historical and Theoretical Antecedents	CMECE, 1, 6 IIECE, 1, 2
9/15	Models of Development as ECE Curriculum source	IECE, 4,7,9,10 CMECE, 7
9/22	Montessori	CMECE, 2 MM: Intro., 1, 2, 4, 6
9/29	Developmental-Interaction	CMECE, 3. IECE, 11
10/6	Direct Instruction	CMECE, 4 IIECE, 5
10/13	Constructivist: Introduction	CMECE, 5 MC, 1-4
10/20	Constructivism (participation)	as assigned
11/3	Constructivism (participation) <u>Model comparison paper due</u>	as assigned
11/10	Reggio Emilia: Introduction	CMECE, 9 RE, tba
11/17**	(hold; grant review)	
11/24***	Reggio (participation)	as assigned
12/1	Reggio (participation)	as assigned
12/8	Comparing models/approaches	CMECE, 6,7,8 IIECE, 12

* subject to modification

** 11/17 may be canceled or changed due to grant review

*** 11/24 may be canceled due to Thanksgiving holiday