**Ministry of Education**

**Certificate Training in Preschool Education**

**Course Syllabus: Early Childhood Development and Learning (ECDL, 101)**

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**January, 2017**

**Course Title: *Early Childhood Development and Learning***

**Code: ECDL -101**

**Cr. Hr: 3**

**Cont. Hr: 3**

**Course Rationale**

*Early Childhood Development and Learning* (ECDL, 101) is a course to be offered for certificate trainees of preschool education with an intention to equip them with the knowledge and skills related to child development and learning typical to early childhood. The course is part of developmental psychology only limited to study the progressive changes undergoing from conception up to early childhood. After taking this course hence pre-school teachers are expected to understand various developmental aspects and characteristics of preschool children and attempt to identify their implication in their prospective designing instruction and providing support. The course balances both theoretical and practical aspects of early childhood development which will in turn support trainees in terms of their knowledge and teaching practice.

**Course Description**

Entitled with *Early Childhood Development and Learning* (ECDL, 101), this course is devoted to the study of children from the moment of conception to the onset of formal education (early childhood). The course emphasizes development of young children in all major areas of functioning including physical, cognitive, language, social, emotional and moral aspects. In addition, it will familiarize trainees of preschool teaching with different child development theories and their implications for preschool environment. Entirely, the course addresses issues related with the essence of child development, theories of child development, stages of child development, child personality and management, contexts of child development, and motivation and learning in six consecutive units.

**Course Objectives**

*By the end of this course pre-school teachers will:*

* *Acquaint themselves with the concepts and principles of child development*
* *Know the theoretical frameworks underpinning child development and learning*
* *Appreciate various stages of development during infancy and childhood periods*
* *Understand the psychological, cognitive, moral, social, emotional and physical development of children*
* *Synthesize instructional activities that are important to children’s physical, cognitive, socio-emotional and language development*
* *Apply child development theories and concepts in classroom teaching and learning processes, managing classrooms and assisting children’s learning*
* *Value the characteristics of various stages of development to design appropriate child support mechanisms in preschools*
* *Understand individual characteristics of child personality*
* *Understand important contexts of early childhood development*

**Unit One:The Essence of Child Development**

***Unit Learning Outcomes***

After successful completion of this unit, preschool teacher trainees will be able to:

* *Know basic terms used in child development*
* *Understand the different principles of child development*
* *Analyse the different aspects of child development*
* *Value the goals of studying child development*
* *Apply their knowledge of child development in preschool classroom instruction*

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| **Specific Objectives** | **Content** | **Time Allotted** | **Instructional Methodology** | **Instructional Materials** | **Assessment Techniques** |
| * Explain the concepts of developmental psychology and child psychology
* Define growth, maturation, learning and development
* Write the different principles of child development
* Elaborate each aspects of child development
 | 1. **The Essence of Child Development**
	1. Developmental psychology
	2. Child psychology
	3. Meaning of basic terms
* Growth
* Maturation
* Learning, and
* Development
 | 2 hrs | * Gapped Lecture
* Group Discussion & Presentation
* Brain storming activity
* Pair Discussion
 | * Flip charts
* Selected readings on the topics
 | * Observation of group discussions & reflection
* Quiz & Test
* Questioning & answering
* Individual & group assignments
 |
| * 1. Basic principles of child development
* Development follows predictable patterns
* Individual differences in development
* Development depends on maturation & learning
* Development follows the same patterns, but different rates
 | 2 hrs |
| * 1. Aspects of child development
* Physical and motor
* Cognitive
* Socio-emotional
* Language
* Moral
 | 1 hr |

**Reference**

Berk, Laura ­(1994) Child Development (3rd ed.)USA. Boston, Allyn and Bacon Division of Paramount Publishing.

John W. Santrock (1999). Life Span Development. (5th ed.) Mc Graw Hill.

Patterson C. (2008) Child development. New York Mc Graw Hill.

Slavin(1997) Educational Psychology: Theory and Practice.

Smith, P.K. , Cowie H. and Blades M. Understanding Children’s Development: Basic

**Unit Two: Theories of Child Development**

**Unit two *Learning outcomes***

Up on successful completion of this unit, preschool teacher trainees will be able to:

* Appreciate the different theories of child development
* Understand the different assumptions and stages of each theories of child development
* Identify the different theories of child development
* Recognize the implications of psychodynamic, cognitive and moral theories of child development to classroom instruction.
* Apply the different theories of child development in classroom teaching, learning, organization, and management.

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| **Specific Objectives** | **Content** | **Time Allotted** | **Instructional Methodology** | **Instructional Materials** | **Assessment Techniques** |
| * Describe the basic assumptions of Freud’s and Erikson’s psychoanalytic theories of child development
* Write the similarities and differences between psychosexual and psychosocial theories
* Mention educational implications of psychoanalytic theories for preschool classroom instruction
* Identify the basic assumptions and stages of development in Piaget’s theory
* Describe implications of Piaget’s theory for preschool classroom instruction
* Identify the basic assumptions of Vygotsky’s socio-cultural theory
* Point out the educational implications of socio-cultural theory to preschool instruction
* Explain the major assumptions of moral development theory
 | 1. **Theories of Child Development**
	1. Psychodynamic Theories
		1. Freud’s Psychoanalytic Theory
		2. Erickson’s Psychosocial Theory
 | 4hrs | * Gapped lecture
* Review of selected readings
* Case studies
* Group discussion and reflection
* Brainstorming activities
 | * Selected readings on the topics
* Preschool syllabi and play materials
* Flip charts
* Typical case stories
 | * Question & answer
* Presentation
* Individual & group assignments
* Quiz & tests
* Project work
 |
| 2.2 Cognitive Theories 2.2.1 Piaget’s Theory  2.2.3.Vygotisky’s Socio- Cultural Theory | 3hrs |
| 2.3 Moral Development Theory 2.3.1 Kohlberg’s Theory  | 2hrs |

**Reference:**

Charles Levine, Alexander Herwer (1983). Moral stages: A Current formulation and A response to crtitics . Basel, Ny: karger .

Chauhan, S. S.(1988). Advanced Educational Psychology (5th ed.). India: Vikas Publishing House Pvt. Ltd.

Crain, William C. (1985). Theories of Development (2nd revised ed.). Prentice Hall.

John W. Santrock (1999). Life Span Development. (5th ed.) Mc Graw Hill.

Kohlberg, Lawerence(1981). Eassay on Moral development, Vol. 1: The philosophy of Moral development. San Francisco, CA: Harper and Row.

Piaget , Jean(1932) The Moral judgment of the child. London: Kegan Paul, Trench, Turbnur and Co.

Slavin(1997) Educational Psychology: Theory and Practice.

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**Unit Three: Stages of Child Development**

***Unit Learning Outcomes***

After successful completion of this unit preschool teacher trainees will be able to:

* *Recognize the different stages of child development*
* *Interpret the prenatal, postnatal, early and late childhood stages of development in line with the theories of child development*
* *Distinguish the main characteristics of the different stages of child development*
* *Understand the factors affecting the different stages of child development*
* *Evaluate the implications of early stages of development to the later ones*
* *Conceptualize the implications of each stages of child development to classroom instruction*

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| **Specific Objectives** | **Content** | **Time Allotted** | **Instructional Methodology** | **Instructional Materials** | **Assessment Techniques** |
| * Describe the different stages of prenatal development
* Identify factors affecting prenatal development
* Describe the characteristics and aspects of development during infancy
* Identify characteristics and aspects of development during early childhood
* Discuss the characteristics and aspects of development during early and late stages
* Practice the implications of early childhood period for preschool classroom instruction
 | **3. Stages of Child Development** 3.1 Prenatal stages of child development 3.1.1 Stages of prenatal development  3.1.2 The prenatal environmental influences | 3 hrs | * Brain storming
* Gapped Lecture
* Jigsaw groups
* Group Discussions & reflections
 | * Selected readings on the topics
* Audio-visual materials
* Pictures
* Preschool syllabi and other resources
* Flip charts
 | * Question & answer
* Group presentations
* Individual reflections
* Quizzes and tests
 |
|  3.2 The postnatal stages of child development 3.2.1 Infancy stage of development (0-2 Yrs.)* Cognitive (Piaget)
* Psychosocial (Erikson)
* moral (Kohlberg)
* Socio-cultural ( Vygotisky)
* Language ( Vygotisky)

 3.2.2 Early childhood stage of development (2-6 Yrs)* Cognitive (Piaget)
* Psychosocial (Erikson)
* moral (Kohlberg)
* Socio-cultural ( Vygotisky)
* Language ( Vygotisky)

3.2.3 Late Childhood stages of development (6/7-11Yrs.) * Cognitive (Piaget)
* Psychosocial (Erikson)
* Moral (Kohlberg)
* Socio-cultural ( Vygotisky)
* Language ( Vygotisky)
 | 8 hrs |
| 3.2.4 Implications of childhood development for preschool teachers  | 1hr |

**References:**

Charles Levine, Alexander Herwer (1983). Moral stages: A Current formulation and A response to crtitics . Basel, Ny: karger .

Crain, William C. (1985). Theories of development (2nd revised ed.). Prentice Hall.

John W. Santrock (1999). Life Span Development. (5th ed.) Mc Graw Hill.

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**Unit Four: Child Personality and Management**

***Unit Learning Outcomes***

* *Appreciate the concepts related with child personality*
* *Recognize the different components of child personality*
* *Distinguish the common maladaptive behaviours during early childhood*
* *Applying different methods of managing children with maladaptive behaviours*

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| **Specific Objectives** | **Content** | **Time Allotted** | **Instructional Methodology** | **Instructional Materials** | **Assessment Techniques** |
| * Define the concept of child personality
* Distinguish the relationship between child personality and temperament
* Explain the concept of child character
* Categorize children based on their ability and character
* Identify children with maladaptive behaviours
* Devising methods of managing children with maladaptive behaviours
 | **4.Child Personality and Management**4.1.The concept of child personality | 1hr | * Think-Pair-Share
* Brainstorming activities
* Group discussion & reflection
* Buzz Groups
* Field trip
 | * Flip charts, pictures, child play films, photographs
 | * Question & answer
* Quiz & tests
* Project work
* Field trip report
 |
| 4.2 Components of child personality4.2.1Temperament 4.2.2 Character 4.2.3 Ability  | 3hrs |
| 4.3Early childhood maladaptive behavior and management4.3.1 Common maladaptive behaviors during early childhood4.3.2 Managing maladaptive behaviors of children  | 3hrs |

**References**

Aparajaita, C. and Rita, C. (2002). Preschool children, Development, Care and Education

Burger, J. (2010). Personality (8th Ed.). London: Wadsworth Cengage, Inc.

Elizabeth B.Hurlock – Developmental Psychology A Life span Approach 5th edition 1990

Helen Bee- The Developing Child 4th edition 1985

Hurlock, Elzabeth B. (1998). Child Development. New York: Mc Graw Hill Company.

Janice J Beauty –Skills For Pre School Teachers 4th edition 1992

Polan, E. and Tylor, D. (2007). Journey Across the Life-Span: Human Development and Health Promotion (3rd Ed.). New York: FA Davies, Company.

S.V Kale- Child Psychology and Child Guidance 2002

Tina Bruce and Carolyn Megittt – Child Care and Education 2005

አስቴር መኩሪያ - የሕፃናት ሳይኮሎጂ የማስተማሪያ ፅሁፍ ለ 3 ወር ስልጠና የተዘጋጀ ያልታተመ ጽሁፍ 1987 ዓ.ም

ጥሩሰው ተፈራ/ ፕሮፌሰር/ - ሕፃናትን ለመርዳትና ለመረዳት አስፈላጊ ስልቶች ለመምህራን 1991 ዓ.ም

ፍስሐ ወ/ሚካኤል - የልጆች እድገትና መዳበር ስነባህርይ ችግሮችና መፍትሄዎቻቸውን ጠቋሚ የትርጉም ቅንብር 1990 ዓ.

**Unit Five: Contexts of Early Childhood Development**

***Unit Learning Outcomes***

After successful completion of this unit preschool teacher trainees will be able to:

* *Appreciate the bio-ecological systems theory*
* *Understand the influence of family in shaping preschool children*
* *Recognize the different ways and styles of attachment and parenting*
* *Appreciate the importance of preschool environment for development of early childhood children*
* *Evaluate traditional and constructivist preschool classrooms.*
* *Know the importance of peers in shaping development of early childhood children*

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| **Specific Objectives** | **Content** | **Time Allotted** | **Instructional Methodology** | **Instructional Materials** | **Assessment Techniques** |
| * Explain the bio-ecological systems theory
* State the importance of family on the development of pre-schoolers
* Devising the influence of siblings and birth order on the developing child
* Discuss on how preschool environment can influence in shaping young children
* Distinguish the roles peers play in shaping the development of young children
 | **5. Context of Early Childhood Development** 5.1 Bio-ecological systems theory  | 1hr | * Gapped Lecture
* Think-Pair-share
* Group Discussions
* Brainstorming activities
* Role play
 | * Flip charts
* Selected readings on the topics
* Pictures
 | * Observation

 * Question and answer
* Presentation
* Peer evaluation
* Quiz & test
 |
| 5.2 Family 5.2.1 Attachments5.2.2 Parenting Styles 5.2.3 Sibling and birth order | 2 hrs |
| 5.3 School5.3.1 Preschool environment and its importance 5.3.2 Traditional Vs. Constructivist Classrooms 5.3.3 Developmentally appropriate practices5.3.4 The Montessori Approach | 3hrs |
|  5.4 Peers 5.4.1 Peers status 5.4.2 Friendship | 2hrs |

**References**

Aparajaita & C, Rita, C. (2002). Preschool Children, Development, Care and Education

John W. Santrock (1999). Life Span Development. (5th ed.) Mc Graw Hill.

Kail, R. (2010): Children and Their Development (5th Ed.): London, Prentice Hall Publishers.

Berk, Laura ­(1994) Child Development (3rd ed.)USA. Boston, Allyn and Bacon Division of Paramount Publishing.

Lamb, M. And Bornstein, M (2011). Social and Personality Development. An Advanced Text. New York: Psychology Press.

Santrock, JW. (2011). Educational Psychology (5th Ed.). New York: McGraw-Hill Publishers.

Hurlock, Elzabeth B. (1998). Child Development. New York: Mc Graw Hill Company.

**Unit Six: Learning and Motivation during Early Childhood**

***Unit learning Outcomes***

After successful completion of this unit preschool teacher trainees will be able to:

* *Know the concepts of learning and motivation*
* *Understand the different characteristics and principles of early childhood learning and motivation*
* *Evaluate the major theories of learning*
* *Integrate theories of learning to preschool child education*
* *Integrate theories of learning to preschool child education*
* *Apply different techniques of motivation in preschool instruction.*

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| **Specific Objectives** | **Content** | **Time Allotted** | **Instructional Methodology** | **Instructional Materials** | **Assessment Techniques** |
| * Define the concept of learning
* Pinpoint the characteristics of learning
* Identify basic principles of learning
* Write the major assumptions of the major theories of learning
* Practice the classroom implications of each theories of learning
* Define the concept motivation
* Identify the classroom implications of motivation
 | **6. Learning and Motivation During Early Childhood**6.1.The Concept of Learning6.1.1.Definition of learning6.1.2 Characteristics6.1.3 Basic principles 6.1.4 Major theories of learning | 4 hrs | * Gapped lecture
* Jigsaw groups
* Group discussion & reflection
* Simulated preschool teaching
 | Selected readingsFlip chartsPreschool SyllabiPictures and audio-visual materials  | * Question & answer
* Quiz & tests
* Group presentations
* Observation
 |
| 6.2 The Concept of Motivation6.2.1 Definition of motivation6.2.2. Types of motivation6.2.3 Implications of motivation to preschool learning | 4 hrs |

**References**

Aggrawal, J.C. (1995). Essentials of Educational Psychology. India: Vikas Publishing House Pvt. Ltd.

Aparajaita & C, Rita, C. (2002). Preschool Children, Development, Care and Education

Baddeley, A.D. , Hitch, G.J.(1974) The Psychology of Learning and Motivation: Advances in research and Theory(8th ed.) New York.

Berger, Kathleen S. (1986). The Developing Person Through Childhood and Adolescence(2nd ed.) USA: Worth Publishers, Inc.

Bondrova, E and Leong D.J. (1996) Tools of the Mind: The Vygotskian Approach to Early Childhood Education. Merrill: Ohio

Lamb, M. And Bornstein, M (2011). Social and Personality Development. An Advanced Text. New York: Psychology Press.

Slavin(1997) Educational Psychology: Theory and Practice.

**Overall Course Assessment Strategies**

Group Assignments and Presentation -------------------------------------------------20%

Individual Assignments --------------------------------------------------------------------10%

Quizzes ------------------------------------------------------------------------------------------10%

Tests-----------------------------------------------------------------------------------------------20%

Final Exam -------------------------------------------------------------------------------------40%

 Total----------------------100%

**Course Requirements**

* Regularly attending class/minimum 85%
* Active participation and in collaborative works
* Complete and submit assigned works within the deadline
* Earning a total average point mark of 50%

**General References**

Aggrawal, J.C. (1995). Essentials of Educational Psychology. India: Vikas Publishing House Pvt. Ltd.

Aparajaita & C, Rita, C. (2002). Preschool Children, Development, Care and Education

Baddeley, A.D. , Hitch, G.J.(1974) The Psychology of Learning and Motivation: Advances in research and Theory(8th ed.) New York.

Berger, Kathleen S. (1986). The Developing Person Through Childhood and Adolescence(2nd ed.) USA: Worth Publishers, Inc.

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Patterson C. (2008) Child development. New York Mc Graw Hill.

Piaget , Jean(1932) The Moral judgment of the child. London: Kegan Paul, Trench, Turbnur & Co.

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