

**Course Description**  
**Early Childhood Education**



Summer School Health, Social Work, Sports and Education  
HAN University of Applied Sciences  
30 May – 2 June 2022

<b>Course Title</b>	Early Childhood Education
<b>Subtitle course</b>	Exploring and discussing the different philosophies of early childhood education
<b>Coordinator HAN</b>	Mirjam Versteegen
<b>Credits</b>	2 ECTS
<b>Dates</b>	30 <sup>th</sup> may – 3rd june
<b>Course load</b> <i>Approx. 56 hours:</i> 8-12 preparation 24-32 contact hours 4-12 field trips rest self-study/assessment	10 preparation 24 contact hours 12 field trips 10 self study for assessment
<b>Lecturer(s)</b> <i>Name and email</i>	Mirjam Versteegen <a href="mailto:Mirjam.versteegen@han.nl">Mirjam.versteegen@han.nl</a>
<b>Course materials and sources</b> <i>Title, Language, hard copy or online.</i>	All course materials will be in English and made available to participants, either as online references accessible through (home) university or as hard copies handed out during the course
<b>Course description</b> <i>At least 30 words</i>	The course will offer both active seminars during which the principles of early childhood education will be explored and discussed, as well as practical site visits to schools, child centres and other institutions related to the education for young children followed up by explorative and reflective discussions of dilemmas in aligning theory and practice. In addition to different educational approaches, extra attention is paid to the use of IT in Early Childhood Education
<b>Assessment</b>	Final individual report The course is assessed on the basis of an individual report of learning experiences
<b>Assessment criteria</b>	<b>Assessment criteria</b>

	<p>The report is around 3500-4000 words, is type-written in fine English, professionally designed and, naturally, your original work. Where you incorporate someone else's words or ideas please give credit to the author using APA style referencing</p> <p>The report is assessed on the basis of clear instructions and assessment criteria. For a pass mark, a minimum of 55 of a maximum 100 points is required. The final mark is the number of points earned divided by 10</p> <p>The report includes 4 chapters:</p> <ol style="list-style-type: none"> <li><b>1. Introduction (10 points)</b> Brief introduction of yourself and the reason why you chose this module.</li> <li><b>2. Personal view on innovative education in general (25 points)</b> An elaboration (with in-text referencing) of personal view on innovative education, focused on the education of the future. Areas to be considered are citizenship, individualisation, globalisation, environment, sustainability</li> <li><b>3. How does your ideal child centre look like (40 points)</b> You clearly articulate your vision (principles/beliefs) of pedagogy. You describe your concept of the child and clarify how you act pedagogically at the levels of the child, class and school/child center. You show your ideal methodology at the level of the child, class and school and clarify how the teaching is organised on the basis of pedagogical and methodological choices</li> <li><b>4. Individual learning process and learning outcomes (25 points)</b> What have you learned from the course (seminars, visits and practice) with respect to your view on education and to your own professional development (what are you "taking home" with you and what will you leave behind)</li> </ol>
<p><b>Course policies</b></p>	<p><i>Attendance</i> 100% Attendance is mandatory. If absence is inevitable please let us know.</p> <p><i>Preparation for seminars</i> Preparation for the sessions is essential to the course. Hence it is important to stay on track and come to class prepared</p>
<p><b>Course objectives and Learning Outcomes</b> Students will: <i>(learn, gain, observe, demonstrate, reflect etc.)</i></p>	<p>Over the course you will experience different philosophies, approaches and technologies to education. Toward the end of the course we would expect you to be able to discuss your own views, preferences and ideas about the design and philosophy of education. Hence the assessment of learning outcomes is a personal final report that reflects the development of your personal educational ideas.</p>

**Course Outline**

*A detailed description per day (seminars/site visits/sources/etc.)*

**Preparation:**

Articles:

- An Exploration of Play and Digital Media with Young Children
- Learning, culture and social interaction
- Online technology and very young children
- Reggio-Emilia approach
- Wellbeing and Involvement

**Day 1**

**Introduction to the history of education for young children in the Netherlands and the skills (young) children need for the future.**

**\*Introduction activities.**

**\*Seminar**

This seminar will outline the history of *early childhood education* (ECE) in the Netherlands, including the influence of the traditional reformers, and will also briefly explain the different educational approaches. We focus on the following topics:

- \* History of education: from past to present to the future. What skills do (young) children need for the future, the 21st century?
- \* Introduction to three different types of education approaches: program-based, development-oriented education and experiential based education.
- \* Discussing the ideas and vision on early childhood education on the basis of various questions and dilemmas.

**\*Site visit:** will be planned

**Day 2**

**Developmental Education and Experiential Education**

**\*Seminar**

**Developmental Education**

What is developmental Education (OGO) and how can you 'teach' this way? This type of education started in 1980s in the Netherlands. It is based on the conviction that children's development is under the influence of the sociocultural environment and can consequently be affected intentionally. The approach seeks to identify core activities that are meaningful for children and have potential developmental value. These activities are:

- play activities, in which manipulative, movement, role, and rule play can take place;
- constructive activities, in which children are functionally "at work" in a productive way;
- conversation activities, including dialogues, interactions, and discussions between individual children or small groups of children and the teacher;
- reading, writing activities and mathematical activities.

To develop high-quality activities in these areas and create conditions for subsequent development, teachers must understand the developmental perspectives that provide a framework for the activities.

### **Experiential Education**

Seminar about Experiential Education (EGO) and with as a starting point: wellbeing and involvement.

Professor Laevers from Belgium is considered the founder of Experiential Education. He was influenced by Carl Rogers and Jean Piaget. Especially the introduction of "emotional experience" in pre-schoolers as an element of the formation, in addition to the hitherto considered more important aspects such as motor and cognitive development and language development, was ground breaking.

\***Site visit:** will be planned

## **Day 3**

### **IT AND YOUNG CHILDREN**

#### **\*IXperium**

How does the IXperium work? In this seminar we will discuss the use and the influence of IT in early childhood education. What are the advantages and disadvantages of IT for young children? Which IT tools are available for young children and what are the possibilities to use them in education? Try out different devices yourself.

\***Site visit:** iXperium in Arnhem. <http://ixperium.nl/ixperium-arnhem/>

#### **\* Seminar**

**The influences of five traditional reformers on early childhood education in the Netherlands;** Helen Parkhurst (USA), Celestin Freinet (France), Peter Petersen (Germany), Maria Montessori (Italy) and Rudolf Steiner (Germany).

This Reformers introduced a more child-centered approach. They directed their attention to the individual child in all its aspects in a social context.

In the Netherlands the Reform-educators are called traditional because of their long reputation as reformers.

Reform is not a new subject in education. Over the ages people have discussed the ways of teaching. School and society are narrowly linked to each other.

#### **\* Evening session**

**Self study; exchange your ideas and experiences** about the different (school) visits and with this information you can continue discussing and designing your ideal child centre. The lecturer will be available for questions or assistance if desired.

**Day 4:****The Reggio Emilia Approach - The Hundred languages****\*Seminar**

Consistent with Dr. Howard Gardner's notion of schooling for multiple intelligences the Reggio Emilia approach calls for the integration of graphic arts as tools for cognitive, linguistic, and social development. 'A child has a hundred languages but they steel ninety-nine,' said Malaguzzi. The Reggio Emilia approach is an educational philosophy based on the image of the child, and of human beings, as possessing strong potential for development and as a subject of rights who learns and grows in the relationships with others. Each child is an active constructor of knowledge, competencies and autonomies by means of original learning processes. The learning process is fostered by strategies of research, comparison of ideas, and co-participation. It makes use of creativity, uncertainty, intuition, curiosity. It is generated in play and in the aesthetic, emotional, relational, and spiritual dimensions. It is based on the centrality of motivation and the pleasure of learning. A child has a hundred possibilities to explore the world: drawing, making music, painting, clay modelling, dancing, constructing, crying, playing with shadows. It is important to pay attention to all the languages and support them. In Reggio, they call the environment the "third teacher." What can the environments teach children?

**\*Site visit:** will be planned.