Theoretical Foundations of Early School Education - course description

General information

Course name	Theoretical Foundations of Early School Education
Course ID	0114-WP-PED-TPEW
Faculty	Faculty of Social Sciences
Field of study	WNS - oferta ERASMUS / Pedagogy
Education profile	-
Level of studies	First-cycle Erasmus programme
Beginning semester	winter term 2019/2020
Head faculty	Faculty of Social Sciences

Course information

ECTS credits to win	5
Course type	obligatory
Teaching language	english
Author of syllabus	• dr Agnieszka Olczak

Classes forms

The class form	Hours per semester (full-time)	Hours per week (full-time)	Hours per semester (part-time)	Hours per week (part-time)	Form of assignment
Class	30	2	-	-	Credit with grade

Aim of the course

Deepening students' understanding of the key issues of early school education related to educational theories, learning, individual differences, knowledge creation, teacher strategies; developing an ability of stimulating and supporting pupils' activity with the use of different methods, forms and teaching aids tailored to children's capabilities, needs and experience; critical verification of methodological offers available in the literature in the light of educational and psychological theories; designing own solutions that develop the mental processes of early school children

Prerequisites

- knowledge and understanding of the basic concepts of early school education,

- psychological knowledge on the cognitive and emotional development of the early school child and the theories underlying the process of learning (behavioral, cognitive, cultural theories)

- knowledge on general pedagogy and didactics.

Scope

Lecture topics:

- Change of contemporary contexts of children's education, cultural, political and social conditions of the transformation.
- Dimensions of current disputes about early education: reductionist and constructivist approaches, functionalism and symbolic interactionism in the education of children.
- Development cycle of the child and the importance of external intervention in the educational process.
- Ideologies of thinking about education and the child: varieties of early education discourses, creating conditions for the developmental cognitive change - methodology of education.
- Types of knowledge in education and their references to early school education. The community of knowledge and the curriculum after the reform.
- Education in open-plan - individualisation and independence in the education of children.
- Methodological and theoretical education of teachers - models of teacher training that facilitate breaking mental barriers.
- Simulating changes in the education of children - map of educational myths and their manifestations.

Class topics

- Supporting and stimulating development - similarities and differences in the perspective of humanistic psychology and constructivist solutions.
- Behaviourism and constructivism in early school education - analysis and interpretation of situations built on the two theories.
- Critical events in working with children. Teacher competence in the construction of critical events.
- Banking concept of education as an oppression tool Designing alternative solutions derived from the idea of liberating education.
- Space in school. Physical, mental and social dimensions of classroom arrangement.
- Culture and climate of school - culturally adequate and inadequate school (imitation, indoctrination, isolation, and indolence).
- Piaget, Bernstein, Bruner - three theories valuable for early school education. An attempt to justify their relevance.
- Cultural education and gender – the teacher's image of pupils functioning in school.
- The organization of pupils' work: group work, pair work, individual and collective work. The choice of tasks and designing situations relevant to the organizational form of M. Lipman in designing and solving problem situations.
- Socialization in school as a perspective of school process identification - socialization practices in classes in early school education; directivity / non-directivity of the teacher, student resistance behaviour (suspension, withdrawal, going out of the role, pragmatic resistance, aggressive resistance).
- Mnemonics in early school education - possibilities and limitations.

- .Competition in the classroom.
- Social knowledge and skills of younger students as a neglected area of early school education. Searching new perspectives.

Teaching methods

- explaining method: lecture,

- searching methods: problem teaching, discussion, case studies,

- practical activites: designing and verifying tasks in practice, observation of children, construction of critical events.

Learning outcomes and methods of theirs verification

Outcome description	Outcome symbols	Methods of verification	The class form
- the student has a structured and in-depth knowledge of early childhood education in the field of educational theories, learning theories, individual differences, teacher strategies, creation of knowledge, ways to motivate students to learn, etc., - the student understands the importance of early school education for cognitive, emotional and social development of the child and methodology resulting from it , - the student can use and integrate theoretical knowledge on early school education, psychology, sociology, teaching and other subdisciplines in order to analyze educational and behavioural problems, and design own solutions stimulating mental processes and social-emotional development of pupils, - the student is able to use efficiently selected psychological theories, ideologies of thinking about education, theories of knowledge, and concepts of socialization in order to identify, analyze and modify practical activities in early school education, - the student is ready to take professional and personal challanges; the student is active in improving their competence; the student makes an effort and is persistent in individual and group professional activities in the field of early school education; the student is involved in cooperation in the development of educational tasks and projects implemented with young children,		- Examination covering the content of all lectures and classes, - Assessment test, - Preparation of a series of tasks that stimulate early school children's activity , - Designing a class project that illustrates the use of a selected educational theory.	- Class

Assignment conditions

- Examination covering the content of all lectures and classes,

- Assessment test,

- Preparation of a series of tasks that stimulate early school children's activity ,

- Designing a class project that illustrates the use of a selected educational theory.

Recommended reading

Literary sources in English will be provided by the lecturer during the course.

Further reading

Notes

*The subject can be run every semester, in case there is not enough persons to make a group there will be individual class run during instructor hours.

Modified by dr Jarosław Wagner (last modification: 27-04-2019 16:59)