



TED UNIVERSITY

ECEP 205 Parent Involvement in Early Childhood Education Fall 2023-2024

Instructor Information:

Instructor: Dr. Elif Buldu
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Office Hours: By appointment

Course Information:

Class Hours: Friday: 09.00-12.00
Classrooms: GB01
ECTS Credits: 3.0

Catalog Description:

Basic concepts related to family education. Social and family structures in Turkey. Family involvement and parenting styles in early childhood education. Planning, implementation and evaluation of family education activities. Methods and techniques used in family education. Family education programs, models, and projects.

Extended Description:

This course will give you an opportunity to explore the critical importance of the school-home partnership in young children's education and ways to provide parent involvement and community support. Research on the effects of family involvement on child development and learning, historical perspectives of parent education and involvement, a variety of ways to develop effective communication between home and school, and strategies for involving parents and other family members in the education of young children in both home and school settings will be addressed.

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Evaluate their assumptions, attitudes and beliefs about family, concepts related with family and family education.
2. Develop their understanding of family theories, family education practices in Turkey and in other countries in particular.

3. Use appropriate tools for planning, implementation and evaluation of family education activities;
4. Compare different methods and techniques used in family education and family participation activities national and international.
5. Design a family education program.

Required Readings

Textbook:

1. Hornby, G. (2011). *Parental involvement in childhood education: Building effective school-family partnerships*. Springer.
2. Scully, P.A., Barbour, C.H. & Roberts-King, H. (2015). *Families, schools, and communities: Building partnerships for educating children*. Merrill
3. MEB (2012). *36-72 Aylık Çocuklar için Okul Öncesi Eğitim Programı*. Ankara: Ya-Pa
4. Berger, E.H. (2008). *Parents as Partners in Education: Families and Schools Working Together*. New Jersey: Merrill Prentice Hall.

Student Work Load:

Lectures (28 hrs), Readings (10 hrs), Field Trips/Visits (6 hrs), Observation (6 hrs), Hands-on work (12 hrs), Exams/Quizzes (20 hrs), Review Resources (12 hrs), Oral Presentations (10 hrs),

COURSE POLICIES:

1. Professionalism

Plagiarism: All assignments you hand in should be the result of your effort only. Academic dishonesty, including any form of cheating and plagiarism will not be tolerated and will result in failure of the course and/or formal disciplinary proceedings usually resulting in suspension or dismissal. Cheating includes but is not limited to such acts as; offering or receiving unpermitted assistance in the exams, using any type of unauthorized written material during the exams, handing in any part or all of someone else's work as your own, copying from the Internet. Plagiarism is a specific form of cheating. It means using someone else's work without giving credit. Plagiarism is a literary theft. Therefore, you have to acknowledge the sources you use in your assignments.

Written work: Your assignments are expected to be neat in appearance. Spelling, grammar and syntax are important. **All written material must be typed (12 pt) with spacing at one and a half lines.** It is therefore of the utmost importance that you proofread your papers before handing them in. ALL OF YOUR ASSIGNMENTS SHOULD BE SUBMITTED BEFORE OR AT THE DUE DATE, THROUGH THE MOODLE SYSTEM AND PRINTED AS WELL. **All assignments must be submitted with a cover page which includes; the name of your department, the name of the course with section code, affiliation and name of the instructor, name of the homework, your name, your id number and the date of submission.**

Late work: You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). **In all other cases, I will**

reduce %10 of the total point per day for late work, and the assignment will not be accepted after three days late.

Tentative course outline & class schedule: This syllabus and accompanying class schedule is subject to change without advance notice. The intent of the course schedule is to give students a general idea what/when material is covered in class. Due to the nature of the course and group projects, some issues can affect the course schedule resulting in some changes. This is yet another reason why regular attendance at the class is critical.

Announcements: All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to be informed.

COURSE ASSIGNMENTS

2. Parent Involvement Activity Guideline (30%)

For this assignment you are required to create an attractive guideline for ECE teachers which includes the **parent involvement strategies** and **icebreakers** that you will design for the parents of a particular age group (as a group max 3-4).

- At first, **5 icebreaker activities** (each 2 points) you will design in your guideline for parents and teachers by considering parent-teacher meetings.
- Moreover, for your guideline you need to design an parent involvement activity for a designated age group and describe what kind of a parent involvement strategy you will apply. In your guideline you need to include all kinds of parent involvement strategies that we will discuss in class (types of one way communications, two way communications etc, at least 10 activities).
- Each of your activities are 2 points. Detailed information and the rubric of the assignment will be provided.

3. Presentation of the Project (10%)

After you submit the *“Parent Involvement Activity Guideline”*, you will present your guideline at class. You are expected to answer the questions that will come from your classmates and your instructor. Also you will apply one of the icebreaker activity during your presentation. The presentation must be clear and appropriate enough to understand. Further, your presentation should be submitted through the Moodle system and printed as well.

3. Midterm Exam (30%)

In-class midterm exam will be given in class in response to questions that come directly from class experiences, discussions of guest speakers and readings assigned to each week. Midterm exam will likely to include multiple choice, short answer, matching, and essay questions, and open-ended questions.

4. Final Exam (30%)

In-class midterm exam will be given in class in response to questions that come directly from class experiences, discussions of guest speakers and readings assigned to each week. The format of final exam will be determined later during the semester.

Course Assessments & Learning Outcomes Matrix:

Assessment Methods	Learning Outcomes
Design parent involvement activities	#1, #2, #3, #4, #5
Presentation of the project	#1, #2
Midterm exam	#1, #2, #3, #4
Final exam	#1, #2, #3, #4

Evaluation Criteria

Course requirement	Due date	% of final grade
Design parent involvement activities	8 th December	30
Presentation of the activities	15 th Dec.- 5 th Feb.	10
Midterm Exam	17 st November	30
Final exam	Will be announced	30

*The above & below schedules and procedures in this course are subject to change in the event of extenuating circumstances. You will be notified of any changes in class.

*The final grade is determined by the judgment of the instructor, completion of requirements for each objectives and preparedness and participation in classroom.

Tentative Course Schedule:

Dates		Topics	Assignments
1st Week	Oct.6	First Meeting, Overview of the course Expectations	Course Syllabus
2nd Week	Oct. 13	Importance of Parental Involvement Home, School, and Community Influences on Children’s Lives	Chapter 1 (Garry Hornby) Chapter 1 (Patricia A. Scully)
3rd Week	Oct. 20	Barriers to parent involvement	Chapter 2 (Garry Hornby) Activity (creating a brochure)
4th Week	Oct. 27	The Historical and Theoretical Influences of Childrearing	Berger & Cortez (2016)

			Attachment Styles Activity
5th Week	Nov. 3	Types of parent inv & Establishing and Maintaining Collaborative Relationships	Chapter 4 (Patricia A. Scully)
6th Week	Nov. 10	Skills for effective parent Involvement	Chapter 7 (Garry Hornby)
7th Week	Nov. 17	MIDTERM	Chapter 7 (Patricia A. Scully)
8th Week	Nov. 24	Protecting and Safeguarding Children	
9th Week	Dec. 1	Role of Professionals in Improving Parental Involvement	Chapter 8 (Garry Hornby)
10th Week	Dec. 8	Guidelines for Implementing Parent Involvement Activities OBADER	Chapter 6 (Garry Hornby) Project Report and PPT DUE
11th Week	Dec. 15	Presentation of projects	
12th Week	Dec. 22	Presentation of projects	
13th Week	Dec. 29	Presentation of projects	
14th Week	Jan. 5	Presentation of projects	