



TED UNIVERSITY

PECE 301

Instructional Principles and Methods in Early Childhood Education

Instructor Information:

Instructor: Dr. Elif Buldu

e-mail: elif.buldu@tedu.edu.tr

Office Hours: By appointment

Course Assistant: Elif Naz Altaş

e-mail: elif.altas@tedu.edu.tr

Course Information:

Class Hours: Tuesday: 13.00-15.00

Friday: 14.00-16.00

Class: GB10

ECTS Credits: (2+2+0) 3, 7 ECTS Credits

Catalog Description

Basic concepts in teaching. Principles of teaching and learning based on children's development. The importance and contributions of planning in teaching (annual plan, monthly plan, daily plan and samples from activities). Teaching and learning strategies. Teachers' duties and responsibilities in terms of age and development appropriate instructions.

Course Objectives

The aim of this course is to provide knowledge on teaching methods, approaches, and strategies in early childhood education. The course also aims to teach basic developmental stages of children and how to apply this information appropriately to instruction as well as how to prepare yearly, monthly and daily teaching plans in practical settings.

Course Learning Outcomes:

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

1. interpret teaching methods and practices in the field of early childhood education,
2. express learning and teaching approaches and their differences,
3. use various teaching methods and strategies supporting children's learning,
4. design teaching activities appropriate for children,
5. design learning environments which support individual and collaborative learning,
6. use assessment techniques which measure certain learning outcomes and individual differences.

Suggested Resources:

Naughton, G.M. & Williams, M. G. (2003). *Teaching young children choices in theory and practice*. Pearson.

Copple, C., Bredekamp, S., Koralek, D., & Charner, K. (Eds.). (2013). *Developmentally appropriate practice*. National Association for the Education of Young Children. NAEYC.

Mardell, B., Ryan, J., Krechevsky, M., Baker, M., Schulz, T. S., & Liu-Constant, Y. (2023). *A pedagogy of play: Supporting playful learning in classrooms and schools*. Cambridge, MA: Project Zero.

Learning Activities and Teaching Methods

Telling/Explaining Discussion/Debate Questioning Reading Collaborating Video Presentations Oral Presentations/Reports Brainstorming Field Trips Hands-on Activities Web Searching

Student Workload

Workload	Hrs
Lectures	58
Course Readings	14
Field Trips/Visits	5
Hands-on Work	14
Exams/Quizzes	20
Oral Presentation	10
Team Meetings	6
Total Workload	125

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.

Tentative Schedule

Tentative Course Schedule			
Week	Dates	Main content	Assignments/ Assessments/ Readings/Contents
1 st	3 rd Oct.	Introduction to Instructional Principles and Methods in Early Childhood Education	- Syllabus discussion
2 nd Week	10 th Oct.	Creating Developmentally Appropriate Lesson Plans	- Components of an effective lesson plan - Integration of learning domains: cognitive, social, emotional, physical
2 nd Week	13 th Oct.	Creating Developmentally Appropriate Lesson Plans	- Adapting lesson and environment plans for learners
3 rd Week	17 th Oct.	General Teaching Techniques	- Demonstrating - Describing - Facilitating - Reading - Feedback
3 rd Week	20 th Oct.	General Teaching Techniques	- Singing - Listening - Encouraging, praising, and helping - Telling and Instructing
4 th Week	24 th Oct.	Active Learning Strategies	- Problem-based learning - Inquiry-based approaches - Questioning

4th Week	27 th Oct.		Group Presentation (2 groups)
5th Week	31 st Oct.	Active Learning Strategies	- Playful Learning - Invitations and provocations
5th Week	3 rd Nov.	Active Learning Strategies	Group Presentation (2 groups)
6th Week	7 th Nov.	Active Learning Strategies	- Collaborative Learning - Using manipulatives and educational games
6th Week	10 th Nov.		Group presentation (2 groups)
7th Week	14 th Nov.	Active Learning Strategies	- Empowering - Co-constructing - Philosophizing
7th Week	17 th Nov.		Group presentation (2 groups)
8th Week	21 st Nov.	Literacy and Language Development	- Storytelling and conversations - Phonemic awareness and phonics activities - Integrating reading and writing into different subject areas
8th Week	24 th Nov.		Group presentation (2 groups)
9th Week	28 th Nov.	MIDTERM	
10th Week	5 th Dec.	Active Learning Strategies	Documentation as a learning strategy
10th Week	8 th Dec.	Planning for observation & Developing a form	
11th Week	12 th Dec.		Observation at School
11th Week	15 th Dec.		Observation at School
12th Week	19 th Dec.	Technology Integrated Learning	- Coding - Social Media - Apps - Tools
12th Week	22 th Dec.		Group presentation (1 group)
13th Week	26 th Dec.	Presentations of observations	
13th Week	29 th Dec.	Presentations of observations	
14th Week	2 nd Jan.	Presentations of observations	
14th Week	5 th Jan.	Presentations of observations	

ASSIGNMENTS

Group Presentation (30%): You are supposed to create 11 groups (each max. 3 students) for specified days throughout the semester. Each group will prepare a lesson plan which includes the teaching techniques we learned a week ago.

1. The techniques should correspond to the techniques learned a week ago.
2. Each group must use **at least two general teaching techniques** and **at least one other techniques** in the learning process.
3. Activity plans must be given and submitted at the beginning of the course.

Midterm (30%): One 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.

Classroom Observation at School and Presentation (40%): You are supposed to observe a real learning process in the schools that will be arranged for you. The schools will be announced later throughout the semester.

During the observation, you need to look at what techniques a teacher uses during the activity and its compatibility with that learning process. **An observation form** explaining what you will pay attention to during the observation and how you will observe will be created together in class (Check the tentative schedule).

After the observations are completed, you must write a final paper and present it. A final paper will be created based on your observations and the information you learned in class. **The rubric for the final paper** will be uploaded to the system within the term.