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Course:

EDU 234-030

Course Description:

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, positive early learning experiences, supporting and engaging diverse families, providing safe, warm and nurturing interactions, and the application of the NC Foundations for Early Learning and Development.

Global learning activities:

1. Viewing , assignment, and discussion of film Babies
2. Create a Parent Newsletter that includes parent/child engagement practices from Ghana or Kenya
3. Research early childhood education settings in Ghana or Kenya and identify similarities and differences from those in North Carolina
4. Compare and contrast child development materials used for indoor and outdoor educational environments in Ghana, Kenya, and North Carolina
5. Explore parent engagement strategies used in Ghana, Kenya, and North Carolina

Module Template:

1) *Global Learning Outcomes for Module:*

- a) Ability to demonstrate exposure to a variety developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically, and diverse ability of children birth to 36 months.
- b) Ability to demonstrate knowledge of developmentally appropriate practices in various cultures

2) Global Student Learning Activities

1. Viewing of film “Babies” - after the viewing of this film, students will identify and discuss elements of cultural strategies used by families to foster healthy attachment between child and caregiver. Students will use course content on the various forms of secure and insecure attachment when sharing their observations from the film.

Activity objective

- Discuss the various cultural methods used to foster attachment and family bonding.
- Describe the differences and similarities of childcare settings in the identified countries.
- Identify strategies for family engagement used in the identified countries.
- Develop a parent newsletter that includes parent/child engagement practices from the specified countries.

Time

Two hours and forty minutes

Materials

Course text, audio visuals, and research documents will be used.

Procedure

A hybrid of in class activities, group discussion, and independent learning will take place to address the global student learning activities.

Assessment:

Discussion rubric will be used to assess student knowledge

Resources

Textbook: Infants, Toddlers, and Caregivers: Caregiving and Responsive Curriculum Development, 9th ed. Author: Terri Swim, ISBN: 9781305501010 Publisher: Cengage Learning

Film: Babies by Thomas Balmes: May 2010

2. "Parent Connects Newsletter"

Creation of Parent Newsletter- after discussing the various forms of parent engagement and connecting school to home strategies, students will identify and research 3 parent/child engagement practices from Ghana or Kenya. Students will then design a parent newsletter that is visually appealing and infuses cultural elements in the design layout. The newsletter will also include at least 3 culturally responsive and developmentally appropriate child activities parents can implement.

Activity objective

- Discuss the various cultural methods used to create and or strengthen parent engagement.
- Identify culturally responsive and developmentally appropriate child activities used in the identified countries.

- Increase student knowledge on developmentally appropriate child activities.
- Develop a parent newsletter that includes parent/child engagement practices from the specified countries.

Time

Two hours and forty minutes

Materials

Course text, audio visuals, and research documents will be used.

Procedure

A hybrid of in class activities, group discussion, and independent learning will take place to address the global student learning activities.

Assessment:

Activity rubric will be designed and used to assess student knowledge and work samples

Resources

Textbook: *Infants, Toddlers, and Caregivers: Caregiving and Responsive Curriculum Development*, 9th ed. Author: Terri Swim, ISBN: 9781305501010 Publisher: Cengage Learning

Supporting material:

- Article: Challenges Pre-School Teachers Face in the Implementation of the Early Childhood Curriculum in the Cape Coast Metropolis. By Ntumi, S.
- Information on cultural family traditions in Ghana and Kenya- Video: Children from Ghana life, school, traditional dance. By Krysti Freespirit. The Freespirit Art Group preserve and promote African culture through taking part in festivals and performances at beach resorts. The National Theatre and Art Culture Centre in Accra. Video shows a glimpse of life in a fishing town, basic day of the children.

3. “The Same yet Not Alike: A Closer Look at the Similarities and Differences in Early Childhood Education Settings in Ghana, Kenya, and North Carolina”

Student research- after discussing the various early childhood settings in North Carolina, students will research the delivery of early childhood education in Ghana and Kenya. Students will identify at least 4 similarities and at least 4 differences in the delivery of early childhood education in Ghana, Kenya and North Carolina.

Activity objective

- Discuss the various delivery methods and settings of early childhood education.
- Identify the cultural elements found in each setting.
- Identify the similarities and differences in early childhood education settings in Ghana, Kenya, and North Carolina.

Time

Two hours and forty minutes

Materials

Course text, audio visuals, and research documents will be used.

Procedure

A hybrid of in class activities, group discussion, and independent learning will take place to address the global student learning activities.

Assessment:

Activity rubric will be designed and used to assess student knowledge and work samples

Resources

Textbook: Infants, Toddlers, and Caregivers: Caregiving and Responsive Curriculum Development, 9th ed. Author: Terri Swim, ISBN: 9781305501010 Publisher: Cengage Learning

Ghana Culture Kit: Carolina Navigators; A program of the Center for Global Initiatives the University of North Carolina at Chapel Hill

Supporting Materials:

- Article: Early Childhood Music Education in Kenya: Between Broad National Policies and Local Realities by Andang'o, E. and Mugo, J.
- Excerpts from text book: Stories in Action, Interactive Tales and Learning Activities to Promote Early Literacy. Author Bill Gordon, ISBN: 1-59158-338-1

4. "Let's Play; Examining Indoor and Outdoor Learning Environments"

Students will research and discuss high quality indoor and outdoor early childhood learning environments and materials. They will identify at least 3 elements that signify a quality early childhood environment in each respective country; Ghana, Kenya and North Carolina.

Activity objective

- Identify and understand the various forms of quality in early childhood settings in Ghana, Kenya and North Carolina.
- Identify culturally responsive and developmentally appropriate child materials in the specified settings within the identified countries.

Time

Two hours and forty minutes

Materials

Course text, audio visuals, and research documents will be used.

Procedure

A hybrid of in class activities, group discussion, and independent learning will take place to address the global student learning activities.

Assessment:

Activity rubric will be used to assess student knowledge and work samples

Resources

Textbook: Infants, Toddlers, and Caregivers: Caregiving and Responsive Curriculum Development, 9th ed. Author: Terri Swim, ISBN: 9781305501010 Publisher: Cengage Learning

Textbook: Straw into Gold, 1st ed. Authors: Ken Jaffe, Leslie Falconer, ISBN-13: 978-0983039006 Publisher: Mother Goose Time, Inc.

Supporting Materials:

- Article: Read me a story, Storyteller. By Young, T., Stoney, R., and Henderson, D.L.
- Excerpts from text book: Stories in Action, Interactive Tales and Learning Activities to Promote Early Literacy. Author Bill Gordon, ISBN: 1-59158-338-1
- Sample early childhood room arrangement from: Straw into Gold, 1st ed. Authors: Ken Jaffe, Leslie Falconer, ISBN-13: 978-0983039006 Publisher: Mother Goose Time, Inc.

5. “Valuing and Connecting Parent Voices”

Exploring parent engagement strategies used in Ghana, Kenya, and North Carolina- after examining and discussing the various forms of parent engagement strategies, students will identify and research 2 parent engagement practices from Ghana, Kenya, and North Carolina. Students will then create a culturally responsive parent engagement strategy that can be implemented in an early childhood education setting in Ghana, Kenya, and North Carolina.

Activity objective

- Discuss the various cultural methods used to create and or strengthen parent engagement.
- Identify existing parent engagement strategies that are being utilized in early childhood education setting in Ghana, Kenya, or North Carolina.
- Develop a parent newsletter that includes parent/child engagement practices from the specified countries.

Time

Two hours and forty minutes

Materials

Course text, audio visuals, and research documents will be used.

Procedure

A hybrid of in class activities, group discussion, and independent learning will take place to address the global student learning activities.

Assessment:

Activity rubric will be used to asses student knowledge and work samples

Resources

Textbook: Infants, Toddlers, and Caregivers: Caregiving and Responsive Curriculum Development, 9th ed. Author: Terri Swim, ISBN: 9781305501010 Publisher: Cengage Learning

Supporting Materials:

- Article: Early Childhood Policies in Sub-Saharan Africa: Challenges and Opportunities by Neuman, M.J and Devercelli, A.E.
- Article: IBBY in Africa by Jay Heale