ECD 301   Technology, Media, and Community-Based
Education for Young Children
(A one-credit ECD ITC required course)
Spring 2007

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Office hours: Tuesdays, 12:30-1:30 in Farmer 302b
The class meets (when it meets face to face) in EDB 236 (Farmer Building)
1:40 pm – 4:30 pm 1/23, 1/30, 2/6, 2/13, 2/20

Goals

The central goal of this course is to learn how to use and think about technology, media, toys, and community-based (out of school) educational opportunities to support the education of young (3-8 year old) children.

Students in this class will learn to:

- Make connections between young children's learning in and out of school
- Foster critical skills for interacting with technology, media, and popular culture
- Develop thematic lessons that include technology, the internet, and field trips

Topics

1) Toys and games for young children
2) Video-making in the Early Childhood Classroom
3) Young children and the moving image
4) Computers for children in and out of school
5) Museums, field trips, and community-based education

Required Readings

Required readings for each week's class are on the Blackboard site in PDF format.

Ohta, R., & Tobin, J. (1995). Video Literacy at Waiau Elementary School. *Kamehameha Journal of Education, 6, 91-104.*
Fischer, M., & C. Gillespie. (2003). Computers and young children's development: One Head Start classroom's experience. *Young Children 58 (4): 85–91.*
Television's Impact on Kids (2005). Available at: www.media-awareness.ca
Special Issues for Young Children (2005). Available at: www.media-awareness.ca
Tobin, J. (2000). "Good Guys Don't Wear Hats". Teachers College Press.
Needlman, G., & Needlman, R. (2001).   Learning in Museums: Exploring the World of

Information. Available at: http://www.drspock.com/article/0,1510,5299,00.html

Needlman, G., & Needlman, R.   (2001). How to Make the Most of a Museum Visit.
        Available at: http://www.drspock.com/article/0,1510,5299,00.html?r=related

Dorrell, A. Choosing Appropriate Toys and Equipment for Young Children. Available
        at: http://www.earlychildhood.com/Articles/index.cfm?CatID=181.0

Course Calendar

January 23   Toys and Games (online class)

January 30   Video making (face to face class in Farmer 236)

February 6   Children's TV Watching (face to face class)

February 13   Topic: Computers for children in and out of school (on line class).

February 20   Museums and other field trips (on line class)

Course Requirements All assignments will be typed, 12pt. font, double spaced, and
carefully edited for grammar, punctuation, and spelling. Papers should be between 1.5
and 3 pages long.

Papers (20 points × 10 classes = 100 points)

   Paper 1. What toys and games would you purchase for your preschool classroom?
   Paper 2. Reflection on the video making activity and ideas for making videos with
   children.
   Paper 3. Interview and/or observe a child about his/her TV watching
   Paper 4. Analyze a piece of software or a website for young children.
   Paper 5. Reflections on young children and museums

   Note: Papers must be submitted to the Blackboard site or by email.

Grading

   The points given for each activity are listed above in the assignment descriptions.
   To earn above 18 points on an assignment, the paper must be well written, well
   thought-out, and show some creativity and/or extra initiative.

   Final grades will be assigned as follows:
            A   90-100 points
            B   80-89 points
            C   70-79 points
            D   60-69 points

Academic Integrity – The highest standards of academic integrity are expected from all students. The failure of any student to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the University Student Academic Integrity Policy. Violations of academic integrity include, but are not limited to cheating, fabrication, tampering, plagiarism, or facilitating such activities. The University Student Academic Integrity Policy is available from the office of the Senior Vice President and Provost and from the deans of the individual colleges. A copy of the "Student Code of Conduct" is included in your orientation handbook.

Special Needs- If you have a special learning need, it is your responsibility to notify the instructor for accommodations. Only accommodations that have been verified by the Disabled Student Services will be considered.