GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95020

Course Outline

Course: CD 27 Division: 50 Also Listed As:

Term Effective: 200930, INACTIVE COURSE

Short Title: PRACTICAL PIAGET

Full Title: Practical Piaget: Thinking Skills for Young Children

Contact Hours/Week	Units	Number of Weeks	Total Contact Hours
Lecture: 2	2	17.34	Lecture: 34.68
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 2			Total: 34.68

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade

Repeatability: Repeatability: N - Course may not be repeated

Schedule Types: 02 - Lecture and/or discussion

Course Description:

Thinking skills for young children presents an overview of the cognitive development of the young child and the practical understanding of Piaget's theory. Students will learn how to translate this theory into appropriate classroom environments including the High Scope Model, the Responsive Environment Model, and other preschool and day care center models. Students will then learn to plan, write, and evaluate curriculum activities in cognitive areas of learning.
ADVISORY: Eligible for English 250, English 260 and Mathematics 205.

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
Transferable CSU, effective 198670
UC TRANSFER:
Not Transferable

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:
1. Students will be able to define the 4 stages of development in Piaget's Theory of Cognition.
2. Students will test Piaget's theory of developmental stages by conducting educational experiments/activities with young children.
3. Students will be able to describe and define the vocabulary of critical thinking/inquiry skills, language arts communication skills, classification, seriation, numerosity, causal relations, temporal relations (time), and the various educational concepts of Piaget.
4. Students will plan, design, write, and evaluate curriculum activities in the cognitive, language arts, communication, and inquiry/critical thinking skill areas.
5. Students will design their own classroom environments that include learning centers and materials for preschool aged children. (can include High Scope, Responsive Environment, or traditional models)
6. Students will learn to effectively evaluate cognitive activities and materials for early childhood programs (the curriculum the environment, and instructional materials).

TOPICS AND SCOPE:
Inactive Course: 12/08/2008
1 1.5 Introductions, class assignments, and overview of class. Introductory lecture includes a description of the difference between development and learning, and the practical applications. The lecture stresses the vocabulary in a practical format.
1.5 Lecture: An overview of differing approaches to learning and development. What is the nature of man? What is the role of heredity vs. environment? Phisolophical debate; 2 main epistemological currents: The Empiricists and the Rationalists. The translation of these philosophies into the Behaviorist model and the Maturationist model. The Interactionist Approach: Piaget's Epistemological Theory. How it differs from the other models.
2 1.5 Lecture: Theoretical Perspectives on Early Childhood Education: An overview of differing approaches to learning and development.:

1.5 The Stimulus-Response view (Behaviorist); the Cognitive-Interactionist view (Piagetian, High Scope model); the Psychosexual-Interactionist view (Erikson, Discovery model); the Maturationist view (Gesell, traditional nursery school, whole child approach).
3 1.5 Lecture: Selection of Appropriate Curriculum Materials; the intimate relationship of curriculum materials to the theoretical framework of the preschool program.
1.5 Lecture: Other considerations: Sociocultural considerations; geographical considerations; budgetary considerations; the number of staff and the relation to curriculum materials; criteria for evaluating curriculum materials.
4 1.5 Lecture: Introduction to cognitive development: The needs of society; The needs of the individual; Children do not think like adults; Jean Piaget; Key features of Piaget's Theory: 1. The organizing process of cognition (Schema; Adaption: Assimilation, Accomodation Equilibrium);
2. Intelligence of knowledge is constructed;
3. Ways of acquiring knowledge; 4. Activity is a vital part of cognitive development; 5. An enriched environment is a vital part of cognitive development; 6. Play is important to the young child's development.
1.5 Lecture: Stages of Cognitive Development: Level One: The Sensori-motor Stage (birth-2 years):
1. Random and reflex actions; 2. Primary circular reactions; 3. Secondary circular reactions; 4. Secondary schemas; 5. Tertiary circular reactions; 6. Invention of new means.
WEEK 5 1.5 Short quiz
Lecture: Level 2: preoperational Thought:
1. The preconceptual phase (symbolic function, social-emotional aspects, egocentric play, language development); four schemas of the preconceptual phase; 2. The intuitive phase (identity constancy, transductive reasoning, concatenative thought, syncretic and juxtaposition; physical, social-emotional, egocentric and socialized speech).
1.5 Lecture: Level Three: Concrete Operations (Operations, real objects, 3-dimensional reality, representational thinking, classifying objections, seriation, social development). Movie: Development of the Child: Cognition.
6 1.5 Lecture: Level Four: Formal opoerations and logico-mathematical thought. Movie: Conservation
1.5 Lecture: Review, and question and answer. Relating the stages to real life situations in the classroom. Movie: Classification.
7 1.5 Lecture: I. Term reports: How to write reports. Choosing topics, visitation to library.
1.5 Lecture: II. Techniques for Administration of

Piagetian Tasks. 1. Set I of Tasks; 2. Set II of Tasks. 3. Cognitive Style. 4. General information on recording; Conservbation. 1. Taskn I: Conservation of Length; Task II: Conservation of distance.

8 1.5 Lecture: Piaget, Children and Number: Conservation of Elementary Number Tasks (Levels I, II, III); identify, reversibility, compensation, classroom. Movie: Classification.

1.5 Lecture: The Nature of Number: physical knowledge Logico-mathematical kowledge, reflective, constructive, ordering, class inclusion, principals of teaching number.

9 1.5 Midsemester examination

1.5 Lecture: Conservation of distance, conservation of quality, conservation of activity. Students will present experiments.

10 1.5 Lecture: I. Student presentation of tasks 5-8. II. Classification: 3 stages of development: 1. Stage one: Graphic collections and chaining; 2. Stage two: Classifying in a logical manner, seriation; 3. Stage three: class inclusion.

11 1.5 Lecture: I. Student presentations of tasks and activities. II. Seriation; Class Inclusion I, II.

1.5 Lecture: Representational thinking skills; the distancing hypothesis; How to design, develop and implement cognitive curriculum activities.

12 1.5 Lecture: How to translate Piagetian theory into a classroom environment with learning centers. How does the High Scope model classroom utilize cognitive/thinking skills; taught in this class? How can I use Montessori materials?

1.5 Lecture: I: Student presentations of "classrooms" II. Seriation and class inclusion.

13 1.5 Lecture: Temporal Relations: Educational implications for temporal relations. Tasks #21: Time and space separation; Task #22: Concept of age. Other practical activities/tasks for temporal relations.

1.5 Lecture: I: Student presentations of curriculum activities. II. Spatial relations: proximity; perceptual separation; constancy of object; object permanence; continuity; projective; measurement of space; educational implications for spatial relations; curriculum activities.

14 1.5 Lecture: I. Reasoning skills. II. Inquiry/ Critical thinking skills in young children (describing, projecting, imagining, creating).

1.5 Lecture: Rules and moral judgment.

15 1.5 Lecture: Language development: role of teacher; the development of language; analyzing and extending language; promoting language development; promoting self-concept; adult-child interaction; language opportunities

16 3 Oral term reports

17 3 Oral term reports
18 3 Final examination
ASSIGNMENTS:
WEEK 1 Outside reading: "Piaget's Theory: The Difference between Development and learning" by Jean Piaget.
Outside reading: "Theoretical Perspectives on Early Childhood Education," pgs. 22-47, Stevens & King (to be gone over next week).
WEEK 2 Observe a preschool and define the model that you see in action (assignment worksheet #1); Outside Reading: "Selection of Appropriate Curriculum Materials," Stevens & King, pgs. 168-195, for next week).
WEEK 3 Worksheet #2: Describe the model used in your center and bring in an example of an appropriate curriculum activity or instructional materials.
Introduction to Cognition; chapter 1 of text, pgs. 1-39 for next week.
WEEK 4 Outside reading: "Practical Parenting with Piaget," Thibault, & McKee.
In-class #2: Students will design infant/toddler activities.
WEEK 5 Outside article: "Preoperational Thought", Ambron.
Small group in-class #3: students will design experiments at level 2 or 3 and test them out with children and bring in results next week.
WEEK 6 Formal Operations, Ambron article
Chapter 2 of text; Techniques for Administration of Piagetian Tasks (for next week).
WEEK 7 Complete task to determine cognitive style, and bring in the results; begin Chapter 3 of textbook, pgs. 53-60, try experiments.
Outside readings: "Piaget, Children and Number", Constance Kamii article.
WEEK 8 In-class small group #44: design and test experiments at levels I, II, III., Outside rading, complete Kamii article.
Text: continue chapter 3 and do experiments for: Task 2; conservation of distance; Task 3; Conservation of quantity; Task 4: Conservation of area (for next week).
WEEK 9 Continue chapter three and do experiments/tasks #1. Task 10: conservation of number: additive relatio relations; 2. Task 11: measurement of height; 3. Task 12: conservation of volume.
Continue experiments in chapter 3: Task 5: conservation of number: one-to-one correspondence; Task 6: conservation of number; Task 7: conservation of number and space; Task 8: Conservation of number counting.
WEEK 10 Chapter 4: read 87-93 and do: Task 13: simple classification; Task 14: classification: first dichotomy; Task 16: Classification: third dichotomy.
Text - complete chapter and continue experiments for task 17: seriation: sticks; Task 18: seriation: balloons; Task 19: class inclusion I; Task 20: class inclusion II
WEEK 11 Segal text: chapter 1, 2.
Segal text: chapter 3: classification

WEEK 12 In class #5: Small groups will develop cognitive classroom environments with map, learning centers, etc. Chapter 4 in Segal text: Segal text, chapter 5: temporal relations, Segal text, chapter 5: temporal relations.
WEEK 13 In class design, develop then implement temporal relations curriculum activities. Readings: Osborn chapter 6, pgs. 115-122. Segal chapter 6: spatial relations. Osborn text; chapter 7: reasoning skills pgs. 134-137; and Cataldo article on inquiry skills, for next week.
WEEK 14 Chapter 8: rules and moral development, pgs. 149-155. Chapter 9: language pgs. 160-182 for next week.
WEEK 15 Oral reports are due next week.
WEEK 16 none listed
WEEK 17 none listed
WEEK 18 none listed
COURSE OBJECTIVES:
WEEK 1 1. Define the differences between development and learning.
2. Define and give practical applications for the following terms: epistemology, the Empiricists, the Rationalists, conservation, equilibration, maturation, operation, schema, stages of development, content vs. process, reasoning, sources of knowledge, physical vs. logico-mathematical knowledge, definition of knowledge, social knowledge.
WEEK 2 1. Students will define and give practical examples of educational practices for the following educational approaches/models: the stimulus-response view; the the maturationist view; the psychosexual-interactionist view; and the cognitive-interactionist view.
2. Students will break into small groups and define the philosophy, model, role of teacher, role of student, and role of the environment in the learning process. each group will define a different model. Class small group assignment #1.
WEEK 3 1. Students will select and bring in appropriate curriculum materials that can be used in: cognitive-interactionist (High Scope, Montesori); psychosexual-interactionist; maturationist; and behaviorist models.
2. Students will define and give examples of the relationship between curriculum and models.
WEEK 4 1. Define Piagetian terms listed above, and give practical examples.
2. Define the 6 stages of level one Piagetian model and give practical examples of each.
3. Students will design infant/toddler activities and experiments to test Piaget's theory.
WEEK 5 1. Students will define and give practical examples for the vocabulary terms listed in chapter.
2. Students will design experiments or activities, field test them with children, and present the results.
WEEK 5 1. Students will define and give practical examples of

the vocabulary terms listed in chapter.
2. Students will design experiments or activities, field test them with children, and present the results.
WEEK 6 1. Students will define and give practical examples of the vocabulary words of level four activities.
2. Students (in small groups) will design classification experiments.
WEEK 7 1. Students will define conservation tasks, and successfully perform and evaluate experiments.
WEEK 8 1. Students will define and give practical classroom examples of the conservation of elementary number tasks for levels I, II, III.
WEEK 9 1. Students will perform, evaluate, and present experiments from tasks 5-8.
WEEK 10 1. Students will complete, present, and assess tasks.
2. Students will define and give practical classroom examples of the above vocabulary of classification skills.
WEEK 11 1. Students will define and give practical classroom examples of terms in Segal text concerned with representational thinking skills, distancing hypothesis, and other terms in chapters 1 and 2.
2. Students will learn to design, develop and implement cognitive curriculum activities.
WEEK 12 1. Students will be able to "translate" Piagetian theory into classroom environments, and create learning centers and activities.
WEEK 13 1. Students will design, develop and implement curriculum activities in temporal relations.
2. Students will be able to define and give pratical classroom activities/examples of spatial examples.
WEEK 14 1. Students will define and give practical examples of critical thinking skills and reasoning skills in young children.
2. Students will design and evaluate critical thinking curriculum activities.
3. Students will define and give practical life situations describing rules and moral development.
WEEK 15 1. Students will design, develop and assess language curriculum activities.
2. Students will define the vocabulary of language development and give practical classroom experiences.
WEEK 16 none listed
WEEK 17 none listed
WEEK 18 none listed

METHODS OF INSTRUCTION:
Lecture, small group critical thinking groups, individual and small group presentations, guest speakers, films, optional class observations, experiments, field testing of experiments and curriculum modules.

REPRESENTATIVE TEXTBOOKS:
^uCognition in Early Childhool Education^s, Osborn, Janie Dyson and Osborn, Keith D. Athens, Georgia: Education Associates, 1983

Reading level determined to be 13th grade by M. Segal.

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: I
Noncredit Category: Y
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: CD
CSU Crosswalk Course Number: 27
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: C
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000456067
Sports/Physical Education Course: N
Taxonomy of Program: 130500