

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-19

I. CATALOG DESCRIPTION

Course Number: ECED 1340
Course Title: How Children Learn
Prerequisite(s): None
Catalog Description: Theory, methods, and planning techniques for teaching the young child in relation to thinking patterns and learning styles.
Credit Hours: 2.0
Class Hours: 30
Lab Hours: 0
Total Contact Hours: 30

II. COURSE OBJECTIVES: *Course will:*

- A. Develop an awareness and appreciation of the likenesses and differences among children, families, and colleagues.
- B. Understand the capabilities and limitations in young children's thinking.
- C. Recognize and identify differences and similarities in learning and thinking styles of young children.
- D. Identify techniques that will enhance adult-child relationships.
- E. Develop teaching techniques that use differences and similarities in learning styles and thinking patterns to create an effective and enjoyable learning environment for young children

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. Demonstrate awareness and appreciation of the likenesses and differences among children, families, and colleagues.
 - 2. Observe and reflect upon young children's thinking capabilities and limitations.
 - 3. Reflect upon the similarities and differences in learning/thinking styles of young children.
 - 4. Apply techniques that enhance adult-child relationships.
 - 5. Develop and implement lesson planning strategies that reflect the multiple ways in which children learn.
- B. General Education Learning Outcomes
 - 1. GELO #3: Critical Thinking & Problem Solving
Outcome: Acquire and integrate knowledge and construct relationships across disciplines.

IV. CONTENT/TOPICAL OUTLINE *(course outline may provide more detailed information)*

- A. How children learn
- B. Learning styles
- C. How children concentrate
- D. How children remember
- E. How children understand

- F. Multiple intelligence theory

V. INSTRUCTIONAL MATERIALS

A. Required Text(s):

1. Tobias. *The Way They Learn*. Focus on the Family Publishing. 1994. ISBN 1-56179-414-7.
2. Jensen, Eric. *Teaching With The Brain In Mind*, 2nd Edition. 2005. ISBN 978-1-4166-0030-5.

B. Other Resources:

1. None

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term. Grades and policies are consistent with college grades and standards. See SCC Student Handbook.

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS:

- A.** A grade of "C" or higher is required to count toward an ECED degree.