

## CHLDV210 : Scaffolding Learning in Early Childhood

### General Information

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Course Code (CB01) :	CHLDV210
Course Title (CB02) :	Scaffolding Learning in Early Childhood
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Advanced Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000223687
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	CHLDV 210 compares current cognitive theories and provides methods for bridging the gap between research and classroom practice. Strategies and skills necessary to preparing environments that encourage active learning and problem-solving skills for children are developed. Particular emphasis is given to the project approach to implementation, using the acclaimed Reggio Emilia techniques.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	No value
Author:	<ul style="list-style-type: none"><li>Biancheri, Mary Jane</li></ul>
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Child Development/Early Childhood Education</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to CSU only

### Transferability Status

Approved

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact) Hours** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0

**Total** 54

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	<b>108</b>

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories**

**Prerequisite**

CHLDV150 - Introduction To Curriculum (in-development)

**Objectives**

- Identify the developmental stages and abilities of the young child necessary for adults to develop and evaluate appropriate curriculum.
- Design and implement curriculum based on observation and assessment of young children to support play and learning using developmental, inclusive, and anti-bias principles in collaboration with families to support all children.
- Demonstrate knowledge of the teacher's role in evaluating best and promising practices with consideration of the various impacts on children's learning and development.
- Prepare, implement, and evaluate curricular experiences that are developmentally, culturally, and linguistically appropriate.
- Demonstrate specific skills and techniques for promoting development through a variety of curricular areas.
- Demonstrate the capacity to collaborate with families in support of all children.
- Observe, assess, plan, implement, and evaluate play-based curriculum experiences that enhance development in all domains, including creative, physical, social/ emotional, cognitive, and language domains.

**AND**

**Advisory**

ENGL101 - Introduction to College Reading and Composition

**Objectives**

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Collaborative Learning

Methods of Instruction                      Demonstrations

Methods of Instruction                      Field Activities (Trips)

Methods of Instruction                      Guest Speakers

Methods of Instruction                      Presentations

### Out of Class Assignments

- Reflective writing (e.g., writing in response to assigned reading or other relevant experiences)

- Web journal (e.g., maintain a journal examining various professional websites, such as NAEYC, North American Reggio Emilia Alliance, and The Project Approach, and write about what they learn)
- Site visit (e.g., observation and documentation of a classroom that reflects the Reggio Emilia approach)
- Observations (e.g., observations of children and/or teachers engaged in the project approach)
- Project presentation (e.g., students will develop a project that follows the "Project Approach" style of teaching)

### Methods of Evaluation

### Rationale

Project/Portfolio

Portfolio assessment

Report

Written observations and summaries

Presentation (group or individual)

Project presentation (e.g., oral presentation and associated written documentation demonstrating what students have learned about the "Project Approach")

### Textbook Rationale

The Hundred Languages textbook was originally written by the developer of the Reggio Emilia approach. It is a seminal work in the field without contemporary replacements.

### Textbooks

Author	Title	Publisher	Date	ISBN
Carolyn Edwards (ed.)	The Hundred Languages of Children	Praeger	2011	978-0313359811
Judy Helm Harris	Young Investigators: The Project Approach in the Early Years	Teacher's College	2023	0807767964

### Other Instructional Materials (i.e. OER, handouts)

No Value

### Materials Fee

No value

# Learning Outcomes and Objectives

## Course Objectives

Discuss the ways in which cognitive, constructivist and socio-cultural theories inform early childhood education.

Examine the role of effective language usage in thinking, learning, and teaching.

Describe how social and cultural influences impact all aspects of children's development.

## SLOs

**Describe the roles of the teacher, the environment and materials in programs informed by cognitive, constructivist and socio-cultural theories.**

Expected Outcome Performance: 70.0

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*ILOs* Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions;  
*Core* cultivate creativity that leads to innovative ideas.  
*ILOs*

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**Construct alternative and integrative approaches to working with young children.**

Expected Outcome Performance: 70.0

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*Core* cultivate creativity that leads to innovative ideas.  
*ILOs*

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## Course Content

### Lecture Content

#### **An Introduction to Vygotsky (7 hours)**

- His life and works
- Approach to development: Social origins of individual mental functioning
- Play in Vygotsky's theory
- Children with serious learning and behavior problems
- Vygotsky's theory in early childhood classrooms

#### **The Relation Between Learning and Development (9 hours)**

- Comparing Vygotsky's theory with other prominent perspectives
- John Dewey – Progressive Schools
- Jean Piaget - Constructivist
- Erik Erikson - Psychosocial
- Skinner/Bandura - Behaviorist
- Arnold Gesell - Maturationist
- Abraham Maslow – Humanist
- Others
  - Awareness of implicit biases of instructors
  - Cultural, racial, and ability factors that contribute to learning in early childhood

#### **Current Approaches to Early Childhood Education (9 hours)**

- Levatelli Approach
- High Scope Approach
- Kami-De Vries Approach
- DAP - Developmentally Appropriate Practice

#### **An Introduction to the Reggio Emilia Approach (5 hours)**

- What can we learn from Reggio Emilia

- History, ideas and basic philosophy
- Emergent curriculum and social constructivism

**The Extensions of the Reggio Emilia Approach (8 hours)**

- Cultural variations on Developmentally Appropriate Practice
- Using the project approach with two and three year olds
- Using the project approach with four and five year olds

**Supporting Cognitive Development Across the Curriculum (8 hours)**

- Refining the definition of developmentally appropriate practice
- Redefining the traditional roles of child/parent/teacher
- Advanced observation and assessment techniques
- Promoting language and literature - whole literacy
- Promoting conceptual integrity in programs and experiences

**Integrating Theory with Application (8 hours)**

- Types of questions to stimulate thinking
- Creating a positive questioning environment by selecting appropriate questions
- Asking questions
- Allowing wait time for thinking
- Providing feedback
- The art of problem-solving

**Total Hours: 54**

**Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

No Value

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

## Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value