



مركز الاعتماد
وإضمان الجودة
ACCREDITATION & QUALITY ASSURANCE CENTER



The University of Jordan

Accreditation & Quality Assurance Center

Course Syllabus

Course Name:
Instructional Materials for
Children

1	Course title	Instructional Materials for Children
2	Course number	0802391
3	Credit hours (theory, practical)	N/A
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	----
5	Program title	Child Education
6	Program code	
7	Awarding institution	The University of Jordan
8	Faculty	School of Educational Sciences
9	Department	Curriculum & Instruction
10	Level of course	Third/Fourth Year
11	Year of study and semester (s)	First Semester 2016/2017
12	Final Qualification	
13	Other department (s) involved in teaching the course	N/A
14	Language of Instruction	Arabic
15	Date of production/revision	2012

16. Course Coordinator:

Instructor: *Dr. Diala Hamaidi, Ph.D.*
Associate Professor - Early Childhood Education
Assistant Dean for Quality and Development

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17. Other instructors:

18. Course Description:

As stated in the approved study plan.

Course Description:

Identifies educational materials for children, their importance, sources and types, choosing ready – made materials according to appropriate criteria and identifying their uses in the classroom. Students will learn to design needed materials, which promote children’s thinking abilities such as classification, sorting, numbers, special relations, measurement, time, causality... etc. Emphasis is also placed on designing materials in ways that enhance children’s total development and also to judge the efficiency of the produced learning materials.

19. Course aims and outcomes:

A- Aims:

- 1- **Identify the meaning of instructional materials for young children (Specifically, kindergarteners)**
- 2- **Describe the wide variety of instructional materials that can be used in teaching young children**
- 3- **Reflect on a field visit of Jordanian kindergartens’ instructional materials**
- 4- **Discuss the link between educational theories (Behavioral theory, Constructive theory) and choosing specific instructional materials.**
- 5- **Design a thematic unit and its related instructional materials (2 sections: theoretical part and practical part)**

B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to

L01: Express their own understanding of instructional materials

L02: Provide examples of different instructional materials that they can use in their future teaching)

L03: Make a presentation in front of his or her classmates in which they will respond to a guideline that was distributed to the whole class regarding a field visit for one of the Jordanian kindergartens (could be private or public). In this presentation the student will describe the physical and emotional environment with a focus on describing the existed instructional materials there. Every student will provide evidence of that visit (could be pictures, drawing, crafts, ...)

L04: Role play and present their understanding of theorists who reflect the constructive theory such as Piaget and Vygotsky, Behavioral theory (such as: Skinner). They will focus on their understanding of the implementation of each theory in the kindergarten and the relationship between the specific theorist and choosing the suitable instructional materials that reflect that theory.

L05: Choose a specific theme based on the children developmental characteristics (the discussion in the class and the references will help them choose their favorite theme). After choosing the theme the students design a complete unit that includes a theoretical part (the idea behind choosing the theme, the long-term objectives of the unit, the short-term objectives, the activities, instructional materials that will help to achieve these objectives, and the assessment of those objectives) and a practical part (designing a variety of instructional materials that reflect the objectives and show an evidence that their work is designed by themselves. They will provide crafts, real materials, hands-on activities,...)

20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
<ul style="list-style-type: none"> • Instructor and Students [Presentation: Know each other] • Schedule & Syllabus Review [Lecture] ▪ Search online websites: meaning of instructional materials for young children 	1	Dr. Diala Hamaidi	1. L01 & L02: Search different web sites to provide examples of different instructional materials.		Chapter1: Textbook (Examples of Instructional Materials)
<p>Class discussion of students' search</p> <p>Chapter1: Textbook (Examples of Instructional Materials)</p> <p>Group discussion – Whole class discussion</p> <p>Ch.2: Textbooks: Criteria of choosing Instructional materials</p>	2	Dr. Diala Hamaidi	L01 & L02	<p>Class discussion</p> <p>Group Discussion</p>	<p>Chapter1: Textbook (Examples of Instructional Materials)</p> <p>Ch.2: Textbooks: Criteria of choosing Instructional materials</p>
<p>Benefits of Instructional materials: Discussion of the following article from: Cone of Experience / Edgar Dale</p> <p>http://www.khayma.com/education-technology/w5.htm</p> <p>http://www.bhteacher.sbh.com/forum/new.php?print=1&id=2791</p> <p>Kritchevsky, S & Prescott. E. (1990) Planning Environment for young children NAEYC. Washington D.C.</p> <p>Presentations of Field Visit Assignment: Presentation continue ...</p>	3	Dr. Diala Hamaidi	L03: Make a presentation (Rubric is attached)	Presentations of Field Visit Assignment	<p>2. Cone of Experience / Edgar Dale</p> <p>3. http://www.khayma.com/education-technology/w5.htm</p> <p>4. http://www.bhteacher.sbh.com/forum/new.php?print=1&id=2791</p> <p>Kritchevsky, S & Prescott. E. (1990) Planning Environment for young children NAEYC. Washington D.C.</p>

presentation continue to build a solid foundation of what is existed in the Jordanian kindergartens The following classes in this week (May include other presentations based on class number)	4	Dr. Diala Hamaidi	L03: Make a presentation (Rubric is attached)	Presentations of Field Visit Assignment	
Ch.4: Educational Theories: PowerPoint Presentation: Whole Class discussion regarding each theory and its implementations on choosing instructional materials Skinner, Piaget, Vygotsky, Pruner, Ausubel, Bloom Taxonomy http://www.4uarab.com/vb/showthread.php?t=55885 faculty.ksu.edu.sa/74637/441/ نظريات 20% التعلم.doc http://educationaden.50webs.com/Ausubel.pdf faculty.ksu.edu.sa/ualturki/Documents/نظريات 20% التعلم/1.ppt <i>Other related links</i>	5	Dr. Diala Hamaidi	L03: Make a presentation (Rubric is attached)	PowerPoint Presentation: Whole Class discussion regarding each theory	5. Skinner, Piaget, Vygotsky, Pruner, Ausubel, Bloom Taxonomy 6. http://www.4uarab.com/vb/showthread.php?t=55885 7. faculty.ksu.edu.sa/74637/441/ نظريات 20% التعلم.doc 8. http://educationaden.50webs.com/Ausubel.pdf 9. faculty.ksu.edu.sa/ualturki/Documents/نظريات 20% التعلم/1.ppt <i>Other related links</i>
Educational Theories: Role Play Presentations Group Presentation <u>Historical Role Play : Educational Theories (L04)</u>	6	Dr. Diala Hamaidi	L04: Role play presentation (Rubric is attached)	Historical Role Play : Educational Theories (L04)	
Implementations of Educational Theories in classrooms Introduction: Designing Thematic Unit (Instructor presentation of previous examples)	7	Dr. Diala Hamaidi	L05: Designing thematic unit with related instructional materials (Rubric is attached)		
Midterm Exam: Search: Kindergarteners' Developmental	8	Dr. Diala Hamaidi	L05: Designing thematic unit with related instructional materials		

Characteristics Students' Search			(Rubric is attached)		
Designing Thematic Unit (Instructor presentation of previous examples)	9	Dr. Diala Hamaidi	L05: Designing thematic unit with related instructional materials (Rubric is attached)	Designing Thematic Unit (Instructor presentation of previous examples)	
How to design the theoretical part of the thematic units Review of Jordanian Kindergarten curriculum Interactive Kindergarten Curriculum	10	Dr. Diala Hamaidi	L05: Designing thematic unit with related instructional materials (Rubric is attached)	Review of Jordanian Kindergarten curriculum Interactive Kindergarten Curriculum	Interactive Kindergarten Curriculum
Long-term objectives Short-term objectives Concept maps Designing Lesson plans	11	Dr. Diala Hamaidi	L05: Designing thematic unit with related instructional materials (Rubric is attached)	Long-term objectives Short-term objectives Concept maps Designing Lesson plans	Long-term objectives Short-term objectives Concept maps Designing Lesson plans
Designing the practical part of the thematic units How to design hands-on activities and experiences that cover the following domains: Knowledgeable aspect (cover all content areas that are introduced in KG Curriculum and match the developmental aspects of kindergarteners) Social and emotional aspect Physical aspect	12	Dr. Diala Hamaidi	L05: Designing thematic unit with related instructional materials (Rubric is attached)	Assessment Tool is: Rubric	Previous examples of students' work
Final Project presentations	13	Dr. Diala Hamaidi	L05: Designing thematic unit with related instructional materials (Rubric is attached)	Final Project presentations	Project references
Final Project presentations	14	Dr. Diala Hamaidi	L05: Designing thematic unit with related instructional materials (Rubric is attached)	Final Project presentations	Project references
Final Project presentations	15	Dr. Diala Hamaidi	L05: Designing thematic unit with related instructional materials (Rubric is attached)	Final Project presentations	Project references

			attached)		
Last day of Presentations – Last Class	16	Dr. Diala Hamaidi	LO5: Designing thematic unit with related instructional materials (Rubric is attached)	Final Project presentations	Project references

21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods

Assignments and Grading Scheme

L01 & L02: Search different web sites to provide examples of different instructional materials.

L03: Make a presentation (Rubric is attached)

L04: Role play presentation (Rubric is attached)

L05: Designing thematic unit with related instructional materials (Rubric is attached)

Grading System

Historical Role Play : Educational Theories (L04)

Teacher Name: **Dr. Hamaidi**

Student Name: _____

CATEGORY	5	4	3	2
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character \"saw\" things differently than other characters.	Can clearly explain one way in which his character \"saw\" things differently than other characters.	Cannot explain one way in which his character \"saw\" things differently than other characters.

Oral Presentation Rubric : Field Visit: Kindergarten Instructional Materials (L03)

Teacher Name: **Diala Hamaidi**

Student Name: _____

CATEGORY	5	4	2	1
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.

L01 & L02 Class discussion of students' search.

Final Project Presentation: L05

CATEGORY	25-21	20-16	15-11	10-0
Resources / Assessment - 30%	Theme is clear and appropriate to the grade level. Goes along with the Mass. Curriculum Framework.	Theme is clear but not quite appropriate to the grade level. Goes along with the Mass. Curriculum Framework.	Theme is clear but not appropriate to the grade level. Does not go along with the Mass. Curriculum Framework.	Theme is not clear and not appropriate to the grade level. Does not go along with the Mass. Curriculum Framework.
Integrated Study - 20%	The unit includes other disciplines integrated into the lessons with a focus on science and math.	The unit only shows some integration but focuses mostly on math and science.	The unit includes very little materials and resources.	The unit does not contain any materials used or maybe only a short list of them.
Resources / Assessment - 20%	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.

Mechanics / Organization - 10%	Project is submitted in a plastic file box which includes a binder of lessons as well as materials to support lesson. It will	Project submitted in file box and is mostly well organized. It includes lessons and supporting material. It is computer generated.	Project lacks organization and is missing materials. May not be submitted in correct format. Some things may not be typed.	Project has no organization and is not submitted in the correct format. The project may be missing materials / excessive errors.
Oral Presentation - 20%	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.

Grading Policy

Grades can be based on the following: (Example)

Assignments	20%
Exams (1 midterm +1 Final)	70%
Class attendance/participation	10%
Total Points	100

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Grades can be based on the following: (Example)

Assignments	20%
Exams (1 midterm +1 Final)	70%
Class attendance/participation	10%
Total Points	100

23. Course Policies:

A- Attendance policies: **Attend all lectures**

B- Absences from exams and handing in assignments on time: **On time**

C- Health and safety procedures: /

Late Assignments

If you pass the due date your final grade of the assignment will be affected. 5% will be deducted from the late assignment.

D- Honesty policy regarding cheating, plagiarism, misbehavior: **Forbidden.**

E- Grading policy:

Grades can be based on the following: (Example)

Assignments	20%
Exams (1 midterm +1 Final)	70%
Class attendance/participation	10%
Total Points	100

F- Available university services that support achievement in the course:

Dissability

Appropriate accommodations will be provided for students who have self-identified in the office of Services for Students with Disabilities. If you have, or believe you have a disability, you may wish to self-identify.

24. Required equipment:

- Computers, Data Show for PowerPoint Slides

25. References:

Course Website(s)

If you have uploaded materials etc put

<http://www.be.free.infor/parents/Ar/childprotocolpa.htm>

<http://www.ascd.org/portal/site/ascd/menuitem.2a5fd0d2211ffffddeb3ffdb62108n>

<http://www.cec.sped.org/Content/NavigationMenu/Froiessinna1Development/Frcfeusi onalStandards/EthicsPracriceStandards/default.htm>

<http://www.aera.net>

http://www.educationsector.org/analysis/analysis_show.htm?doc.id=374565%20

<http://www.eschoolnews.org/news.org/news/showStoryts.cfm?ArticleID=6376>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

<http://www.children.gov.on.ca/CS/en/programs/BestStart/default.htm>

http://news.com.com/Parents-shaky+about+kids+safety+onlime/2009-1025_3610428.html

26. Additional information:

Required Course Texts and Materials

Instructional materials for young children (2007).

Optional Course Texts and Materials

هالة حماد ونجوى مروة – المنهج الأساسي المطور لرياض الأطفال، الرئاسة العامة لتعليم البنات المملكة العربية السعودية.

يلقيس وأبو معال والقبيج والصايغ (1991) دليل المعلمة لمرحلة رياض الأطفال (الجزء العملي) منظمة الأمم المتحدة للطفولة

Kritchevsky, S & Prescott. E. (1990) Planning Environment for young children NAEYC. Washington D.C.

Lasky, L. & Mukerji, R. (1990) Art Basic for young children. NAEYC. Washington D.C.

Allen, R. & Hart, B. The Early ears, Arrangements for learning prentic Hall 1989.

Schickedan & Forsyth. Toward understanding children. Little Brown comp. 1990.

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----

Copy to:

Head of Department
Assistant Dean for Quality Assurance
Course File