**ECED 4190– Multi-Symbolic Representation with Young Children**

Credits: 3 Section: \_\_\_\_ Term: \_\_\_\_\_\_\_

**Location & Meeting Time**

Classroom location:

Class Meeting Schedule:

**Contact Information**

**Instructor:**
**Email:**
**Phone: (**423) 439-
**Office:**

**Instructor Availability**

Office Hours:

**Course Description & Materials**

*Prerequisites*: ECED 3170 & ECED 3180
Introduces re-representation of ideas with different materials (representing a house in blocks, drawing, clay) in early childhood classrooms that will encourage children to utilize different learning opportunities during play and exploration.  Multi-symbolic representation encourages children to think more deeply about the content that is the focus of their play and explorations.

**Required Materials**

[enter textbook, software, tool etc]

**Course Overview**

**Course Purpose and Objectives**

The purpose of this course is to introduce to the learner the many forms of multi-symbolic representation for learning and teaching within early childhood emergent inquiry settings.  The impact of diverse materials on thinking and learning is explored through personal experiences and application with children in a field placement.

The recognized needs for this course is to achieve the following objectives.

* To evaluate the role of varied materials on learning and curricular planning.
* To gain skills using a cycle of inquiry approach to observe and implement emergent inquiry curriculum focusing on re-representation with diverse materials among a group of young children in an early childhood classroom.
* To apply knowledge of the quality of a variety of learning materials, including those that are not traditional early childhood materials, through documentation of personal experiences with re-representation.

 **Expected Learning Outcomes**

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| Upon completion of the course, students will:1. Use different types of materials to guide children’s thinking and learning.
2. Execute re-representation as a learning tool with young children.
3. Evaluate children working in learning centers to determine materials that can be added to encourage re-representation.
4. Critique content from readings to transition to application of multi-symbolic re-representation of ideas in early childhood settings.

**Major Course Topics**

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| * Pedogogista support
* Atelier or studio space
* Atelierista support
* Intentional Materials
* Quality versus consumer materials for early childhood classrooms
* Aesthetics
* Why not crafty
* Re-representation
* Multi-symbolic
* Focusing on children’s theories through their representations
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**Course Policies**

**Attendance**

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| This course is facilitated online at ETSU through the university’s D2L system. Students are not expected to be online at the same time.  Students are expected to engage in course module discussions, posting initial posts and responding with in-depth discourse among peers. Each module discussion begins on a Monday and ends on a Sunday. It is important to post and interact during the week, not just on the weekends, to allow for class peers to interact with you in an ongoing discussion.   There is a helpful hints document posted under course content to assist students with ideas for successful online posting. Students will be expected to complete work according to dates on the course calendar.  Participation in discussions and submission of assignments are required and students will not pass the course until all required assignments have been submitted.  |

**Assignment and Grading**

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**Other**

**Syllabus Attachment Information**: The University’s approved Syllabus Attachment Information page provides information about important University and Academic Policies that all students should know. <https://www.etsu.edu/curriculum-innovation/syllabusattachment.php>