MASTER OF EDUCATION IN EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

1.0   INTRODUCTION

The Master of Education in Early Childhood Development and Education degreeis designed for professionals who wish to become teachers, institutional or project leaders, teacher educators and researchers in Early Childhood Development and Education (ECDE). This Masters degree program covers fundamental issues in Early Childhood Development and Education with an aim of equiping graduates to work in Child development centers, Schools,Government offices,Non-Governmental Organizations and so on. This programme is developed in response to high public and private demand for highly trained experts who can guide in research, policy making and management of early childhood development. In addition, this is also in response to the governments' call for enhanced support for early childhood and basic education in Kenya.

2.0   OBJECTIVES

The main objective of this M.Ed (E.C.D.E) programme is to produce graduates capable of working with children, families and society as teachers, institutional or project leaders, teacher educators and researchers in the field of E.C.D.E.

Specific objectives of this program include:-

a) To equip students with knowledge,skills and values for nurturing children.
b) To enable students use diagnostic tools in assessment of children with a view to making them become productive and useful members of the society.
c) To equip students with knowledge and skills on managing of Early Childhood Development and Education institutions and programs.
d) To equip graduates with research skills on various issues related to Early Childhood Development and Education.
e) To promote interest for further education and training in E.C.D.E or related areas.

3.0 ADMISSION REQUIREMENTS

3.1. The common regulations for the Masters Degree of Jaramogi Oginga Odinga University of Science and Technology (JOOUST) shall apply

3.2. To be eligible for admission into M.ED (E.C.D.E) degree program, a candidate must be a holder of any one of the following qualifications:

(i) At least lower second class honors degree from JOOUST or any other recognized institution of higher learning in a relevant area.

(ii) Bachelor of Arts (BA) or Bachelor of Science (BSc) degree with Postgraduate Diploma in Education (PGDE) from JOOUST or any other recognized institution of higher learning

(iii) Such other academic and professional qualification equivalent to Nos (i) and (ii) above approved by the department, school of education and the senate.

Teaching experience in an educational institution or working in institutions dealing with children will be an added advantage.

4.0 EXAMINATION REGULATIONS
University Senate Examinations rules and regulations shall apply.

5.0 COURSE DISTRIBUTION

YEAR 1– SEMESTER 1

Course Code	Course Title	Contact Hours			Weight (Unit)
		Leture	Practical	Total	
ECE 801	Research Methods in Early Childhood Development and Education	42	0	42	1C
ECE 802	Historical and Philosophical foundations of E.C.D.E	42	0	42	1C
ECE 803	Psychology of Early Childhood Development and Education	42	0	42	1C
ECE 804	Child Development	42	0	42	1C
ECE 805	Early Childhood Development and Education Curriculum	42	0	42	1C
ECE 806	Theories of Early Childhood Development and Education	42	0	42	1C
ECE 807	Pedagogicalmethodologies in Early Childhood Development and Education	42	0	42	1C
Total		**294**	**0**	**294**	**7**

Any one elective course from the list below 3(Elective)

Course Code	Course Title	Contact Hours			Weight (Unit)
		Leture	Practical	Total	
ECE 808	Children in difficult Circumstances	42	0	42	1R
ECE 809	Children with Special Needs in Education	42	0	42	1R
Total		**84**	**0**	**84**	**2**

YEAR 1 – SEMESTER 2

Course Code	Course Title	Contact Hours			Weight (Unit)
		Leture	Practical	Total	
EEC 810	Contemporary practices in Early Childhood Develoment and Education	42	0	42	1C
ECE 811	Early Childhood Development and Education in Global contexts	42	0	42	1C
ECE 812	Proseminar in Early Childhood Development and Education	42	0	42	1C
EEC 813	Measurement and Evaluation in E.C.D.E	42	0	42	1C
EEC 814	Computer Application in Research	42	0	42	1C
EEC 815	Technology in Early Childhood Development and Education	42	0	42	1C
EEC 816	Administration and Management of E.C.D.E Programmes	42	0	42	1C
Total		**294**	**0**	**294**	**7**

Any ONE Elective from the list below

Course Code	Course Title	Contact Hours			Weight (Unit)
		Leture	Practical	Total	
EEC 817	Play and the social world of the child	28	14	42	1R
ECE 818	Theories of creativity in Early Childhood Development and Education	28	14	42	1R
Total		**56**	**28**	**84**	**2**

SECOND YEAR

Course Code	Course Title	Contact Hours			Weight (Unit)
		Leture	Practical	Total	
ECE 819	Attachment (12 hours per week for 12 weeks)	14	130	144	1C
ECE 820	Research (Proposal and Thesis Writing)	28	224	252	1C
Total		**42**	**354**	**396**	**2**

6.0   COURSE DESCRIPTIONS

YEAR ONE, SEMESTER ONE

ECE 801: Research Methods in Early Childhood Development and Education

3 (Core)

Meaning of research in education; qualitatitive and quantitative research methods; data collecting tools; data analysis methods; statistical applications;investigational issues in early childhood education; Research needs in early childhood education;process of conducting research (Introduction, related literature review, methodology, results, implications);Ethical issues in conducting research with children.

ECE 802:   Historical and Philosophical foundations of ECDE   3 (Core)

Historical, sociological and philosophical bases of early childhood development and education;traditional theorists such as Montessori, Dewey, Pestalozzi, Rousseau, Frobel, Aristotle, Plato , Dicece etc. Modern theorists such as Piaget, Freud, Erickson, Bandura, Bowlby, Vygotsky e.t.c;Children in traditional African society;scope of the field of early childhood

education;importance of early childhood education as a field of study; ECDE as an interdisciplinary; chalenges facing ECDE programs in Kenya; professional identity;Early childhood development and education today and in the future ; Early childhood education and other fields of study.

ECE 803: Psychology of Early Childhood Development and Education3 (Core)

Introduction; landscape of psychology of ECDE, Nature and scope of psychology;Perspectives of psychology; Social, developmental,and cognitive psychology; learning theories-Skinner, Pavlov, Bandura, Piaget, information processing; factors afecting learning in ECDE-environment, heredity, memory, motivation, personality, concept formation, sensation and perception, intelligence, emotions, attitudes; how these factors influence learning.

ECE 804: Child Development

Definitions; child development versus human development; domains of development; three contreoveries; introduction to child development, characteristics of child growth and development; factors influencing child growth and development;theories of child development (Psychoanalytic, learning, cognitive, humanistic); heredity and environment (Nature vs Nurture), various developmental milestones (Prenatal develoment and birth, the first two years, the play years, the school years); views of child development. Language development; child maltreatment (abuse and neglect in context); the role of caregivers in child socialization, transition from home to pre-school to primary school.

ECE 805: Early Childhood Development and Education Curriculum 3 (Core)

Meaning of curriculum;curriculum planning, implementation and evaluation concepts and processes; factors in curriculum planning,implementation and evaluation; keyplayers in curriculum planning,implementation and evaluation; challenges of curriculum planning,implementation and evaluation; historical background of early childhood education

curriculum, various forms/types of early childhood education curricula,Dimensions to consider in Preschool curriculum decision making; goals and objectives of early childhood education, critical examination and analysis of the present early childhood education curricula, the role of parents, health and nutrition in early childhood curriculum.

ECE 806 :   Theories in Early Childhood Development and Education 3 (Core)

Introduction; definitions; major developmental theories (physical and motor development, psychosexual and personality development, psychosocial development, cognitive development, social learning theory, socio-cultural theory, moral development, langauge development, emotional development); Behaviourist theories;humanistic theories; related research, and their application to family interaction; theory of human development-determinism, prediction, theory building, importance of context; factors and conditions that affect early development;Strategies for promoting attachment, self-regulation, resilience, adaptation, and coping.

ECE 807:Pedagogical Methodologies in ECDE 3 (Core)

Basic tenets –executive, humanist, classicist, informationist; teaching beliefs and strategies, importance of a teachers' teaching beliefs and philosophies; the nature of knowledge in early childhood education; the role of the teacher in developing knowledge; the role of environment in development of knowledge; Learners in our schools today; teaching and educating; how students learn; Constructivist learning theory; Types of learning and their appilication in inclusive early childhood education setting; Associative learning; Concept learning;Imitation learning; Incidental learning; mediated learning; learning by doing; social learning; Insight learning; Rote learning; Learning by inquiry; Learning by mastery; Learning by discovery; Learning byplay.

ECE 808: Children in difficult Circumstances 3 (elective)

Conditions categorized as difficult circumstances; abused and neglected children; street children; working children; refugee and displaced children including children of internally displaced persons; children of normads; children from single parents; Children from poverty striken families; children from step step families , divorsed/separated families, Come we stay families, child headed families ,street family, orphaned children, parenting children; chidren of imprisoned parents; children with significant trauma histories; children in commercial sex exploitation;children forced into negative cultural practices; child soldiers, childmothers; children infected and affected by HIV/AIDS; Children with various developmental challenges; effect of war on children and child development. Strategies for helping children in difficult circumstances.

ECE 809: Children with Special Needs 3 (elective)

Introduction; definitions of children with various special needs; Impairement; disability; handicap; disorders; exceptional children; challenged; categories of children with special needs; visually impaired; hearing impaired; mentally handicapped; gifted and talented; Learning disability; emotional and behavior disorders; communication difficulties; multiple handicap. Physically handicapped and other health impairements; autistic children; deafblind; Identification, assessment and placement of children with various special needs; Intervention strategies for children with various challenges.

YEAR ONE, SEMESTER TWO

ECE 810: Contemporary practices in ECDE   3 (Core)

Introduction; current theories; issues that affect young children; current issues in early childhood development and education (Free primary Education, child abuse, poor living conditions due to

urbanization, polution, drugs, gender, early marriages, hunger, pastoralism, poverty, HIV/AIDS); Other emerging trends such as Education for all, inclusive education, equalization of opportunities, children's rights,universal primary education.Present issues of early childhood best practices/developmentally appropriate practices, policy, theory, research, and evaluation that are of significance to the early childhood professional. Highlights building on the child development conceptual framework as related to theory and practice; cultural issues impacting parent-child relationships and child rearing and the effectiveness of infant mental health and early intervention services on families of various ethnic and cultural backgrounds.

ECE 811: Early Childhood Education in Global contexts   3 (Core)

Background history of early childhood development and education in Kenya, America, Sweden, United Kingdom, Uganda, Tanzania, Egypt, Botswana, South Korea, Germany and South Africa; Comparions of the early childhood education programs globally in terms of curriculum, planning, implementation and evaluation; trends of early childhood education programs in these selected countries; challenges in the implementation of early childhood education programs in these countries; Implications for comparing early childhood development and education in various countries.

ECE 812: Proseminar in Early Childhood Developmentand Education 3(Core)

Introduction; understanding early childhood education from an interdisciplinary perspectives, problems and potentials; childhood through history; childhood socialization; education and play; childhood through the lens of sociology; developmental psychology and childhood ;early childhood through literature, media and film and other areas, understanding children's experiences and development in context; the idea of early chidhood as socially constructed versus universal agreement as to what early childhood entails; citizenship and identity; children's rights and policy; the future of childhood.

ECE 813: Measurements and Evaluation in ECDE   3 (Core)

Definition; measurement theories; principles and techniques of evaluation; educational objectives; types of tests; test construction; test administration; scoring and interpretation; reliability and validity; item analysis; scaling; organisation of data; graphs; measures of central tendency; Measures of dispersion, standard scores, areas under the normal curve; correlation and regression. Historical development of measurements and evaluation in early childhood development and education.Understanding assessment and evaluation in early childhood development and education; multifaceted assessment in early childhood education, differences in assessment and evaluation in early childhood and other higher levels of learning; evaluating early childhood education programs; psychological testing in children;issues in measurements and evaluation in ECDE .

ECE 814: Computer Applications in Research   3 (Core)

Basic principles of computer operation;basic word processing; one statistical package to compute the following:mean, median, mode, quartiles and percentiles, range, standard deviation, correlation and regression, t-statistics, F-ratio in ANOVA, Chi-square;drawing and interpreting graphical plots;SPSS, STAT.

ECE 815: Technology in Early Childhood Education   3 (Core)

Introduction; Integration and evaluation of emerging technologies into early childhood education programs and adult teaching and learning; specific technologies designed to help young children; approaches to selecting relevant technologies for children; using various technologies to teach content areas-langauge, math, science, music, arts; using visual, audio and audio-visual aids in early childhood education; internet with children-video games, movies; benefits and limitations of technology in early childhood education;dealing with the net generation; Apprehending the future of emerging technologies; important websites for children.

EEC 816: A dministration and Management of ECDE Programmes

Introduction; definitions; government procedure in establishing ECDE centers, Nationa ECDE policy; planning requirements in ECDE; public and private administration of ECDE programs; regulations; health, nutrition, and safety; operations, budgeting, and supervision of personnel. Maintenance of records, management functions, administrative functions, challenges in ECDE management, emerging issues and trends in ECDE, administration, structure of ministry of Education in relation to ECDE, role of Kenya Institute of Education (KIE), National Centre for Ealy Childhood Education (NACECE), District Centre for Early Childhood Education (DICECE); role of parents in administration and management of ECDE; stakeholders in ECDE, supervision of ECDE programs; Evaluation of ECDE programs.

ECE 817: Play and the Social World of the Child   3 (elective)

Definitions; characteristics, objectives and importance of play in early childhood education; role of play in development; aspects of play (discovery, physical activity, creativity, manipulation, social aspects-imaginative play; types of play in early childhood; teachers as facilitators of children play; entering into children's play; encouraging parents in children's play; integration of play into everyday activities of the child.The power of music play; playing with music; types of musical play; developing a play-based, child centered music curriculum; music, drama and dance activities in early childhood education; creating in music learning contexts; social contexts for learning; musical contexts for learning, children's collaborative composing of music; learner agency in creating; Scaffolding learners creating; learners engaging and self regulating; creating in the context of prior experience fostering and supporting creative learning processes.

ECE 818: Theories of creativity in Early Childhood Education   3 (elective)

Definitions; Graham Wallas and The Art of Thought; J.P Guilford, the structure of intellect and divergent thinking; E. Paul Torrance and the Torrance Tests of Creative Thinking; Teresa Amabile and the Social Psychology of Creativity; Mihaly Csikszentmihalyi and the Systems Model of Creativity; Howard Gardner, Multiple Intelligence and Creating Minds; Robert Sternberg, the Investment Theory of Creativity, and the Propulsion Theory of Creative Contributions; Implication of these ideas to early childhood educators on how best to work with children.

YEAR TWO

ECE 819:   Attachment   (12 hours per week for 12 weeks)

Students will be required to do twelve (12 hours) per week for 12 weeks of attachment in an institution dealing directly or indirectly with children issues. During classroom observation, students Identify challenges of teaching young children and devising ways of overcoming them. Students identify a policy issue, its risks factors and developing an action plan of how to lessen the risk factors. Students should evaluate how a center implements holistic child development an offer implications for further improvements.Students should synthesize experiences in curriculum,instruction, classroom organization, class control techniques and devise an action plan of what they would do differently as a way of ensuring maximum learning.

ECE 820:   Research (Proposal and Thesis Writing)   18 (core)

Research titles are selected with reference to the research interest of the individual student and capacity of the staff. Students are encouraged to select topics that will give great contribution and advancement of knowledge in specific areas of study. This first portion involves identifying a research topic and developing a research proposal under the guidance of designated departmental course coordinator. The second portion of the thesis involves field research;data collection;reorganization; data anylysis; explantion; interpretation; write up; presentation; and submission.