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CCPDI
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Logan, UT 84322

CEU Homework Cover Sheet

Course Title Child Development Theory & Best Practice, Course 4 – Montessori, Vygotsky, Moral Development, Gardner

Course Dates _____

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Please complete this form and submit it with your completed CEU homework assignments.

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Homework assignments must be complete in order to be considered for credit. Incomplete assignments will be returned. You can re-submit a homework assignment for credit, as long as it is still before the due date. You MUST include a CEU Homework Cover Sheet with all requests.

Homework due dates will be strictly enforced. Homework is due 3 weeks after the last session of class. In order for homework to be considered for credit it needs to be postmarked on or before that date. There are no exceptions to this policy. Classes you are earning CEU credit for must be completed in full. If you make up a session in order to complete the course, the CEU homework is due 3 weeks from the make-up session date.

Please allow 3 weeks for processing of your certificate. If you have any questions, please contact CCPDI at 855-531-2468 or by email at ccpdi@usu.edu

Completed CEU homework is due 3 weeks after the last session of class.



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Child Development Theory & Best Practice Endorsement Course 4 – Montessori, Vygotsky, Moral Development, Gardner

Instructions:

- Choose and complete four of the following assignments.
- Answer all parts of the assignments that you choose.
- Represent what you learned from your participation in Theory & Best Practice Course 4.
- Please write in depth, but try to contain your answers to one page per question.

1. Maria Montessori believed that it was the teacher's job to prepare the environment, provide appropriate materials, and then step back and allow children time and space to experiment. She called this self-directed learning. Give 3 examples of how you use self-directed learning in your program.

2. Take the Five Learning Areas of a Modern Montessori Classroom from Handout #4 and explain how you provide the children in your program with experiences in each of these five areas. Give at least 2 examples for each area.

3. Vygotsky talks about the "Zone of Proximal Development" as the area between what a learner can do by himself and what he needs assistance with (scaffolding). Observe the children in your program and give an example of an older child helping (scaffold) a younger child with a task they were too young to accomplish without help. Give an example of how you do this.

4. Vygotsky believed that in dramatic play children were able to develop self-regulation. The term "self-regulation" is used to refer to a variety of abilities, such as delaying gratification, being able to rapidly switch between different tasks, focusing attention and controlling one's emotions. Observe the children in your care as they are engaging in dramatic play. Make a list of at least 5 ways you see them developing "self-regulatory" behaviors.

5. Moral theorists believe that modeling is still one of the most powerful teachers of moral behavior. Choose a day to try especially hard to model kindness, respect, compassion, fairness and other important morals for children. Write about the experience. How did the day go? Did you notice that when you modeled the behavior, that children responded in like ways? Did you find that focusing on being compassionate, kind, etc. made a difference in the day?

6. Choose a value that you would like your children to learn (i.e. compassion, cooperation, fairness, helpfulness, honesty, integrity, loyalty, patience, respect, responsibility, etc.). Plan a day that you will devote to teaching children about it. Find a story that will illustrate this value and do several activities that would help children learn about it (i.e. make cookies to share with someone, assign helper jobs, play games and enforce the value etc.). Write up a short narrative telling what value you chose, what activities you did and how the children responded.

7. Take a look at the activities that you offer to children in a normal day and see if you have activities that include each of Gardner's Intelligences: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic. Choose the area that you think you could improve on and create 3 things for children to do that would support that intelligence.

8. Using the activities that you developed on Handout #13, choose a day/week to do the unit on bugs with the children in your program, or develop another unit of your choice that will involve all eight intelligences and teach it. Write about your experiences. Did the children enjoy the unit? Did all children participate in each activity? Did you notice that some children enjoyed some of the activities more than others? Were some of the intelligences easier for you to teach or provide?