Welcome to CCEI122

This course presents practical methods for integrating movement and active involvement across all curriculum areas, including art, language arts, mathematics, music, science, and social studies.

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of completing this course.

- Define active learning
- Identify differences between authentic, active learning, and rote learning
- Identify examples of active learning
- Identify effective modes of learning for young children
- Define bodily/kinesthetic intelligence
- Identify the role of active learning in brain development and the development of cognitive skills
- Identify the importance of cooperative learning
- Identify appropriate movement-based activities for use in all content areas of the early childhood curriculum

During this course, participants are expected to reflect and write about topics related to their own learning and teaching experiences in relation to course content.

References:


Additional Resources:

Fauth, B. (1990). *Linking the visual arts with drama, movement, and dance for the young child*. In W.J. Stinson (Ed.) Moving and learning for the young child (pp. 159-187). Reston, VA: AAHPERD.


What Is Active Learning?
The Difference between Active and Rote Learning

The Rationale for Active Versus Rote Learning

Using the Senses Bodily/Kinesthetic Intelligence

Active Learning and Brain Development

Active Learning and Cognitive Development

Active Learning and Social/Emotional Development

Active Learning across the Early Childhood Curriculum
Language Arts: Concepts and Suggested Activities

Mathematics: Concepts and Suggested Activities:

Concepts and Suggested Activities Science:

Concepts and Suggested Activities Social Studies:

Concepts and Suggested Activities