

Middle Childhood Education

I am Dr. Andrew Gilbert. I work in TLCS department, here in college of EHHS and I teach early childhood science and middle childhood science. In this particular class, the students of middle childhood education program have been challenged to build roller coasters for certain characteristics and certain parameters. In those characteristics, some have to build the slowest coaster, some have to build the fastest coaster; some have to build coasters with loops. And in this, they get to see that working with Newtonian physics and working with physical science aspects can be very engaging for students, and not something where they are just following notes or lecturing to students. In that way where they actively designing something that really gets students engaged and what they need to do with middle childhood students. The goal in the course is to get the students to understand innovative approaches to pedagogy get to engage all students, some students might learn very well through certain types of activities, some need to be active in moving around, some need to have other types of stimulation. This is where to engage all those students in active involvement in science, in the nature of science, instead of very sort of typical behaviors to approach the teaching, which is just sitting and taking notes, listening to the teacher, and that sort of thing, where the students aren't necessarily as engaged as they can be. What we don't see in the video, is that after the students were done with building their roller coasters and collecting data and working together and coming up with some solutions, so the challenges that they were given is that then they work in small teams to connect these lessons directly to the Ohio State standards, and how they were engaged with curriculum that students in grades 4 through 9 would need to learn while they are in Ohio public schools.