



## COURSE OUTLINE: ED0130 - TEACHING METHODS I

Prepared: Colleen Brady B.A. RECE.

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	ED0130: TEACHING METHODS I IN ECE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course introduces CICE students, with the assistance of a learning specialist, to both theoretical and practical techniques of creating a positive learning environment for the young child. A collaborative approach of educating children in a variety of settings which utilize developmentally appropriate practices is emphasized.
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	4
<b>Total Hours:</b>	56
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1120 - COMMUNITY INTEGRATN</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Integrate fully in academic, social and community activities.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.



**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Introduction to Curriculum for Early Childhood Education. by Kristin Beeve and Jennifer Paris.  
 Publisher: Open Educational Resource Publication by College of the Canyons Edition: Version 1

The link to this online textbook will posted on the course LMS site.

Introduction to Early Childhood Education by Washington State Early Childhood Faculty  
 Publisher: Open Educational Resource Publication Edition: Version 1.1 (07/08/2021)

The link to this online textbook will posted on the course LMS site.

Practice Guideline: Diversity and Culture by College of Early Childhood Educators

Publisher: College of Early Childhood Educators Edition: October 2020

The link to this online textbook will posted on the course LMS site.

Excerpts from ELECT by Ontario Ministry of Education

Publisher: Queen`s Printer for Ontario. Edition: 2014

The link to this online textbook will posted on the course LMS site.

How Does Learning Happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education

Publisher: Queen`s Printer for Ontario Edition: 2014

The link to this online textbook will posted on the course LMS site.

The Kindergarten Program 2016 by Ontario Ministry of Education

Publisher: Queen`s Printer for Ontario Edition: 2016

The link to this online textbook will posted on the course LMS site.

Code of Ethics and Standards of Practice. For registered early childhood educators in Ontario.  
 by Ontario Ministry of Education

Publisher: College of Early Childhood Educators Edition: 2nd Ed. July 2017

The link to this online textbook will posted on the course LMS site.

Indigenous Early Learning and Child Care Framework. by Employment and Social Development Canada

Publisher: Government of Canada Edition: 2018

The link to this online textbook will posted on the course LMS site.

Child care centre licensing manual. by Ontario Ministry of Education

Publisher: Queen`s Printer for Ontario Edition: September 2019

The link to this online textbook will posted on the course LMS site.

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Explain how early learning environments are designed to capitalize on	1.1. Outline historical and current theories that recognize the value of play-based learning. 1.2. Identify forms of play and describe how play supports



	play based experiences as the optimal context for learning.	healthy development. 1.3. Describe how play based learning is integral to the current pedagogical approaches outlined in the How Does Learning Happen? (2014) and The Kindergarten Program (2016).
	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
	2. Describe how the design of early learning environments reflect the current pedagogical approach to support children’s play based learning and holistic development.	2.1 Explain the impact of the well-designed learning environment on healthy child development and well-being. 2.2. Discuss how the design of early learning indoor and outdoor environments are designed to be the third teacher to create opportunities for various forms of play experiences. 2.3 Describe the pedagogical view of the child, family , and educator in the context of the early learning environment. 2.4. Relate how early learning environments are intentionally designed to facilitate the four foundational conditions important for children to grow and flourish. 2.5 Recall the current relevant regulations and standards of practice that influence the design of early learning environments. 2.6 Discuss the benefits to child development and learning by incorporating learning centres within the environment. 2.7 Identify and explain the learning focus of various types of learning centres typically incorporated into indoor and outdoor learning environments for various age groups 2.8 Discuss the professional guidelines and pedagogical approach that educators must consider in the set up and choice of learning materials incorporated into each learning centre to encourage investigation, imagination, creativity, and problem solving
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	3. Explain the standards of best practice that are incorporated into the aesthetic and design elements of early learning environments	3.1 Discuss the guidelines and benefits for the aesthetic design elements incorporated into the learning environment. 3.2 Explain the guidelines used to design the functional (physical) aspects of the early learning environment. 3.3. Identify the current legislative regulations that are relevant to the design of indoor and outdoor learning environments.
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Discuss the professional	4.1 Identify and discuss the professional responsibility for early

	responsibility and pedagogical approach of early childhood educators to create and maintain environments that are inclusive and respectful of diversity	<p>childhood educators to create environments that respect and honour the uniqueness and diversity of children and families.</p> <p>4.2. Discuss the professional ethics and standard of care that early childhood educators have to respond to the Truth and Reconciliation Commission of Canada: Calls to Action (2015) and the College of ECE Code of Ethics and Standards of Practice (2017) to create and nurture responsive relationships and culturally sensitive learning environments that respects and nurtures the rights and needs of Indigenous children and their families.</p> <p>4.3 Describe the visible and invisible aspects of culture that reflect the values and diversity of the community, as well as explain how the hidden curriculum can negatively impact the environment.</p>
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	5. Outline the professional guidelines, regulations, and pedagogical practices that are incorporated into the design of the temporal aspect of early learning environments.	<p>5.1. Define the temporal aspect of the environment and describe how it relates to the foundations of learning.</p> <p>5.2. Identify the types of daily routines and transitions that typically occur in early learning environments.</p> <p>5.3. Explain the pedagogical approach to the design of the daily flow in early learning environments.</p> <p>5.4. Discuss the guidelines for scheduling the sequence of routines and transitions within a licensed child care center following the Child Care and Early Years Act Regulations (2014)</p> <p>5.5. Identify pedagogical approaches to creating responsive routines that meet the diverse needs of children.</p> <p>5.6. Interpret the daily flow and pedagogical practices of an early learning environment following professional guidelines, regulations, and pedagogical practices.</p>

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Projects and Assignments	85%
Quizzes	15%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.



4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning



	outcomes
<b>Date:</b>	September 7, 2022
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.

