



COURSE OUTLINE: ED0130 - TEACHING METHODS I

Prepared: Colleen Brady

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

Course Code: Title	ED0130: TEACHING METHODS I IN ECE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	19F
Course Description:	This course introduces the student 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.
Total Credits:	4
Hours/Week:	4
Total Hours:	60
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<p>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.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
Course Evaluation:	Passing Grade: 50%, D
Other Course Evaluation & Assessment Requirements:	Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade or to be eligible to register for the subsequent ED131 Teaching Methods II course and associated co-requisites in the winter semester.
Books and Required Resources:	<p>How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education Publisher: Queens` Printer for Ontario download the document for free @ http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf</p> <p>Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators</p>



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Publisher: College of Early Childhood Educators Edition: Current
download the document for free @
https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf

Creating Effective Learning Environments by Ingrid Crowther
Publisher: Nelson Education Edition: Current
ISBN: 9780176531768

Early Childhood Environmental Rating Scales (ECERS-3) by Harms, Clifford, Cryer
Publisher: Teacher College Press Edition: Current
ISBN: 9780807755709

Excerpts from ELECT: by Ontario Ministry of Education
Publisher: Queen's Printer for Ontario
download the document for free
@<https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Infant/Toddler Environment Rating Scale (ITERS-3) by Harms, Cryer, Clifford,
Publisher: Teacher College Press Edition: Current
ISBN: 9780807758670

Ontario Regulation 137/15 :General under Child Care and Early Years Act, 2014 by
Government of Ontario
Publisher: Queen's Printer for Ontario
download only the information under tab General portion of the Act for free @
<https://www.ontario.ca/laws/regulation/150137>

The Art of Awareness: How Observation can Transform Teaching by Deb Curtis & Margie
Carter
Publisher: Redleaf Press Edition: 2nd

The Kindergarten Program 2016 by Ontario Ministry of Education
Publisher: Queen's Printer for Ontario.
download the document for free @
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

The Truth and Reconciliation Commission of Canada: Calls to Action (2016 by Government of
Canada
Publisher: Government of Canada
download the document for free @ http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

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:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Explain the current research in early learning pedagogy and discuss how this information is applied to developmentally appropriate early learning environments.	1.1 Describe how the College of Early Childhood Educators Code of Ethics and Standards of Practice (2017) document guides early childhood educator's pedagogical approach and practices. 1.2 Examine a variety of relevant principles that inform a shared understanding of how young children experience and interact with the world around them 1.3 Discuss the concept of children's holistic development and explain how child's family, culture, and community context influences their development and learning.



	<p>1.4 Identify the current models that represent the foundations necessary for learning and growth in the early years, and explain how each of the four components (Four Foundations, Four Frames, and Four Universal Growth Needs) are interrelated and reflected within early learning programming and environments.</p> <p>1.5 Indicate how the regulations under the Child Care and Early Years Act (2014), guide program development, pedagogy and practice in early learning programs and in particular, to the design of the early learning environment.</p>
Course Outcome 2	Learning Objectives for Course Outcome 2
<p>2. Analyze and discuss aspects of a well-designed early learning environments that reflect current pedagogical approaches.</p>	<p>2. 1 Explain the foundations of early learning (Four Foundations, Four Frames, and Four Universal Growth Needs) and propose ways in which these foundations are reflected in the early learning environment.</p> <p>2.2 Discuss the current view on the significant role of play as a means to learning, and relate how early learning environments are designed to support an inquiry and play based approach to learning where the environment is the third teacher .</p> <p>2.3 Examine the learning centre approach to early learning environmental design and distinguish the elements of the environmental design based on children’s needs and interests in particular: layout, display, storage of materials, aesthetics, and function.</p> <p>2.4 Outline the current legislative regulations under the Child Care and Early Years Act (2014) that regulate elements of the physical space within early learning environments.</p> <p>2.5 Discuss the ways that early learning environments are designed to reflect respect for the diversity of all of the children, families, and community by ensuring full participation of all children considering ability, cultural and linguistic diversity, sexual identity, socioeconomic diversity, spirituality, religious affiliation, refugee status or Indigenous identity.</p> <p>2.6 Review and become familiar with assessment tools currently used in the early learning field to measure standards of quality in early learning environments.</p> <p>2.7 Analyze early learning environments through the lens of current early learning pedagogy.</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
<p>3. Analyze early learning program schedules and routines and explain how these program elements reflect early learning pedagogy</p>	<p>3.1 Recognize and compare the components of the daily flow / schedule within a variety of early learning environments.</p> <p>3.2 Explain how the foundations of learning (Four Foundations, Four Frames, Four Universal Growth Needs) are reflected in the early learning daily schedule</p> <p>3.3 Outline the current legislative regulations under the Child Care and Early Years Act (2014) that regulate the design of early learning daily schedules</p> <p>3.3 Examine several pedagogical approaches to facilitate a responsive routine that reflects the view that the child is competent and capable and to ensure sufficient time for safe and supportive transitions in daily routines while maintain supervision at all times.</p> <p>3.4 Review and become familiar with assessment tools</p>

	currently used in the early learning field to measure standards of quality in early learning schedules and routines.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Distinguish the components of an emotionally supportive and equitable early learning environment that supports and nurtures children's sense of belonging and well-being.	<p>4.1 Discuss the professional responsibility of early childhood educators to develop caring responsive relationships with children and families</p> <p>4.2 Outline strategies that nurture a caring and responsive relationship through interactions within the learning environment.</p> <p>4.3 Identify ways in which early childhood educators design an early learning environment that promotes a sense of belonging and acceptance in all children and families and respects and honour the uniqueness and diversity of children, family, and community (including family structure, language, cultural values and practices, ethnicity, socio-economic status, spirituality, gender, age and sexual orientation) within the early learning environment.</p> <p>4.4 Discuss the professional responsibility of early childhood educators to respond to the Truth and Reconciliation Commission of Canada: Call to Action (2015) and the College of ECE Code of Ethics (2017) to design an emotional responsive and culturally sensitive environment that respects and nurtures the rights and needs of Indigenous children and their families</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Communicate professionally in all written work, as well as, in all verbal interactions with others in the course	<p>5.1 Communicate clearly, concisely and correctly in all written work that reflects a professional standard in vocabulary, grammar, spelling and format appropriate to the early learning sector.</p> <p>5.2 Correctly cite the sources of their information within their written submissions following APA format</p> <p>5.3 Be respectful, positive and open in all communication recognizing ones own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others</p> <p>5.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals</p>
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Engage in reflective practice and apply critical thinking skills in all aspects of the course.	<p>6.1 Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions.</p> <p>6.2 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>6.3 Write an in-depth analysis of the learning that has taken place, the value of the derived learning to self / others, and articulate multiple connections between the learning experience and content from the course material, past learning, life experience and or future goals.</p> <p>6.4 Manage the use of time and resources to complete projects in a timely manner.</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Module Projects	80%
Reflections on Learning	20%

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

Date:

June 30, 2019

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

