

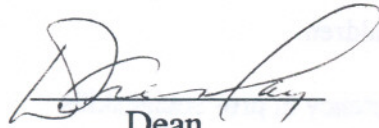
**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY**

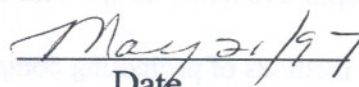
**SAULT STE. MARIE, ONTARIO**

**COURSE OUTLINE**

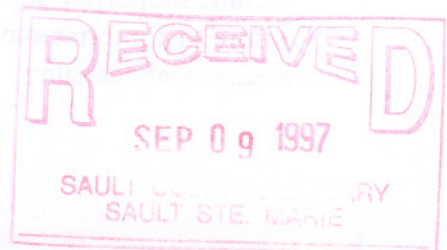
Course Title: **TEACHING METHODS I**  
Code No.: **ED140** Semester: **ONE**  
Program: **HEALTH SCIENCES AND TEACHER EDUCATION**  
Author: **KATHY NIELSEN**  
Date: **SEPTEMBER 1997** Previous Outline Dated: **SEPTEMBER, 1996**

APPROVED:

  
Dean

  
Date

**Total Credits: 4**  
**PREREQUISITE(S): NONE**  
**LENGTH OF COURSE: 16 weeks**



**Teaching Methods I ED 140**

**Total Credits: FOUR**

**Corequisites:** ED 108 Field Practice I  
ED 115 Seminar I

**I: 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 utilizing developmentally appropriate practices is emphasized.

Through theory and related practical experience, the student will develop a personal style of teaching and will practice skills in guiding the behavior and learning of young children.

**II: LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

**A Learning Outcomes:**

1. Select and make use of a variety of observation techniques in a preschool setting.
2. Outline the components of developmentally appropriate programmes for young children.
3. Foster responsive relationships with children.
4. Describe methods of promoting competency in pro- social skills

**B. Learning Outcomes with Elements of Performance:**

**Upon successful completion of this course the student will demonstrate the ability to:**

1. **Select and make use of a variety of observation techniques in a preschool setting.**

**Potential Elements of the Performance**

- discuss how to select appropriate evaluation tools for early childhood programs
- identify children's skills, abilities and interests
- monitor children's progress
- outline supportive strategies to guide children's experiences
- choose from a variety of observation techniques
- examine observations and draw valid inferences
- outline supportive strategies for fostering pro-social behaviors
- ensure that information is comprehensive, concise, factual, and objective
- ensure confidentiality



2. **Outline the components of developmentally appropriate programmes for young children**

**Potential Elements of the Performance:**

- examine the role of MCSS and Interpret sections of the Day Nurseries Act as they pertain to licensed child care settings.
- describe environmental components which foster development
- develop teaching techniques for dealing positively with children; for setting limits; and for extending and expanding experiences.
- outline the factors that affect group behavior
- explain the emotional significance of routine times and suggest how to guide the child through these.
- attend “Basic Skills Workshops” and implement some of the ideas learned in your placement
- describe and evaluate the personal qualities of an effective teacher of young children

3. **Foster responsive relationships with children**

**Potential Elements of the Performance**

- identify the role of planning and preparedness in anticipating children’s needs and guiding their behavior
- recognize how room arrangements support positive interactions and learning
- identify developmentally appropriate interactions
- describe elements of positive interactions
- suggest teaching strategies for responding sensitively to children’s behavior and for utilizing a variety of positive guidance techniques
- identify successes for adaptations of other situations
- account for how one’s own value and beliefs affect actions and decisions

4. **Describe methods of promoting competency in pro-social skills.**

**Potential Elements of the Performance:**

- outline positive techniques for fostering mental and emotional health in young children
- plan some developmentally appropriate activities and implement these in placement
- describe appropriate teaching techniques for dealing positively with children; for setting limits; and for extending and expanding the child’s experiences.
- examine, critique and analyze the difference between discipline and punishment
- suggest strategies for children to develop inner controls

**III. TOPICS**

Child Care Settings and the Role of ECE Educators  
Personal qualities of an ECE Educator  
Beginning to Teach  
Fostering Physical Well-Being  
Nourishing and Maintaining Emotional Health  
Planning the Physical Environment  
Working on the Team  
Promoting Competency and Self-Esteem  
Promoting Social Skills

**IV. TEXTS:**

**THE WHOLE CHILD, JOANNE HENDRICK, KAREN CHANDLER, PRENTICE HALL**

**PRESCHOOL APPROPRIATE PRACTICES, J.J. Beatty, Harcourt Brace**

**EARLY CHILDHOOD EDUCATION ANNUAL EDITIONS, 97/98.  
Dushkin.**

**DAY NURSERIES ACT.**

**V. EVALUATION METHODS/GRADING SYSTEM**

Group/ individual take home and in-class assignments	25%
Tests ( 15% mid term/ 20% final)	35%
Annual Editions Reviews (3)	15%
Basic Skills Workshops (follow-up Activity Plans)	15%
Resource Kit	10%

**This is a “process” course, and class participation is crucial**

**METHOD OF ASSESSMENT (GRADING METHOD)**

A+ - Consistently outstanding performance	90-100%
A - Outstanding achievement	80-89%
B - Consistently above average achievement	70-79%
C - Satisfactory or acceptable achievement in all areas subject to assessment	60-69%
R - Repeat -- The student has not achieved the objectives of the course and the course must be repeated	

**VI. SPECIAL NOTES:**

**Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities). You are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Offices, Room E1203, Ext. 493, 717,491 so that support services can be arranged for you.

**Retention of Course Outlines**

it is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

**VII. PRIOR LEARNING ASSESSMENT**

**Not Yet Available**

**Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.**



## Basic Skills Workshops:

Students will attend evening workshops over the semester. ( dates to be arranged in class) The students will be expected to apply some of the knowledge gained by planning and implementing an activity in their placement. Plans must first be approved by the instructor. Students will be tested on workshop information.

## Resource Kits:

Students will plan a resource kit around a particular theme or idea (eg. “buttons”, or “bats”). The kit would include research information, pictures (mounted on construction paper), storybooks, props, ideas for art, and learning activities. Sample kits for demonstration will be presented to the class.

## Learning Activities

### **Assignments**

Group/individual assignments will be assigned in class and due dates will be announced. Students will engage in a collaborative learning approach during portions of class time and also carry out independent/group activities, in order to achieve course outcomes.

### **Tests**

Each test is to be completed on the day of the test unless prior arrangements have been made. If a student is not able to be present for the test, s/he must call and leave a voice-mail message prior to the time of the test, in order for alternate arrangements to be made. (Call EXT. 440)

### **Annual Editions:**

CHOOSE three (3) of the following articles for the Early Childhood Education Annual Editions. Complete a summary review form ( available in the wooden cubicles outside the offices) and **SUBMIT ON OR BEFORE THE LAST DAY OF SEPTEMBER/OCTOBER/NOVEMBER.** Articles submitted past the time frame mentioned will not be graded (NQA coupons will be accepted to a maximum of five (5) per assignment).

**LEARNING ACTIVITIES/ READINGS**

**Readings**

**The Whole Child**

**Preschool Appropriate Practices**

**Chapter 1** pg.1-27

**Chapter 2** - 21-38

**Child Care Settings and the ECE's role**  
**Personal Qualities of an Effective Teacher**  
**Recommendations for starting out**  
**Professional Ethics**  
**Planning a Good Day for Children**

**Chapter 3** pg. 60-83

**Guiding routines and Group Activities**  
**Schedules and Transitions**

**Chapter 4** pg. 90-112

**Health and Safety**  
**Physical Development and Curriculum**  
**Perceptual-Motor and Sensory Experiences**

**Chapter 5** pg. 119-132

**Chapter 1** - pg. 2 -19

**Programming for the Whole Child**  
**Importance of Developing Basic Attitudes**

**Chapter 6** pg. 144-152

**Positive Social Behaviour**  
**Self-Esteem, Self-Concept**



**Chapter 7** pg. 160-175

**Team Building  
Good Communication**

**Chapter 8** - pg. 173-189

**Chapter 9** - pg. 195-216

**Chapter 10**- pg. 221-239

**Chapter 8** pg. 180-206

**Coping with Crisis**

**Chapter 9** pg. 220-245

**Special Needs  
Working as a Team Member**

**Chapter 10** pg. 255-264

**Developing Social Competence  
Inclusion  
Teaching Appropriate Social Skills**

