

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Teaching Methods I in Early Childhood Education.

CODE NO. : ED 130 SEMESTER:1

PROGRAM: Early Childhood Education

AUTHOR: **Colleen Brady** ECEC., BA 759-2554 Ext. 2572
colleen.brady@saultcollege.ca or through webct email

DATE: Fall 2007 **PREVIOUS OUTLINE DATED:** Fall 2006

APPROVED:

DEAN **DATE**

TOTAL CREDITS: 4

PREREQUISITE(S): None

CO REQUISITES: ED 108, ED 115

HOURS/WEEK: 4 hours /week

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For additional information, please contact Dean Fran Rose
School of Health and Human Services
(705) 759-2554, Ext.2690

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 THE PERFORMANCE:

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

- 1 **Demonstrate an understanding of the Day Nurseries Act, and other professional standards as they pertain to the field of Early Childhood Education.** *(Reflection of CSAC Vocational #7)*

Potential Elements of the Performance

- Examine the role of MCFCS and interpret sections of the DNA as they pertain to licensed child care
- Articulate the ethics of the Early Childhood Teaching profession, and explore issues of confidentiality
- Describe what Developmentally Appropriate Practice is and how it is applied to programs for children.

- 2 **Outline the Components of Developmentally Appropriate Programs for Children.** *(Reflection of CSAC Vocational # 5,#7)*

Potential Elements of the Performance:

- Describe the characteristics of various types of settings providing care & education for young children
- Describe and evaluate the personal qualities of an effective Teacher of young children
- Examine the new research into early brain development and its impact on developmentally appropriate programs.
- Identify various instructional approaches reflected in programs for young children.

3. ***Explain the significance of organizing space, materials, and time as a developmentally appropriate teaching method.*** (Reflection of CSAC Vocational #1, #2, and #5, and CSAC General #9)

Potential Elements of the Performance:

- Outline how room arrangements support positive interactions and self-directed learning
- Apply effective strategies in designing a developmentally appropriate room layout
- Describe the goals, materials, and arrangement of learning centres
- Discuss the impact of schedules, routines, and the environment on the behaviour of young children

III. TOPICS:

- 1 **The Impact of Research on ECE Teaching Methods**
- 2 **Overview Child Care Licensing**
- 3 **Teaching Methods based on Standards of Best Practice**
- 4 **Creating Developmentally Appropriate Environments as a Teaching Method**

IV REQUIRED RESOURCES/TEXTS/MATERIALS:

- A Practical Guide to Early Childhood Curriculum. 8th Ed. Eliason / Jenkins. Prentice-Hall Publishing. 2008 ISBN 978-0-13-219377-1
- Creating Effective Learning Environments. Second Canadian Edition. Ingrid Crowther, Athabasca University. Thomson Nelson Publishing 2007, ISBN:978-017-642411-4
- Day Nurseries Act: Revised Statutes of Ontario, Most recent publication
- Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education 3rd Ed. Kostelnik, Soderman, Whiren. Prentice-Hall Publishing 2007. ISBN 0-13-23-9093-0
- Access to WEBCT Course Content

Resources Purchased in Other Courses but used in this course:

- Practical Solutions to Practically Every Problem (Revised) Saifer, Monarch Books Canada. 2003 ISBN 1-929610-31-9
- Child Development: A Primer: Ingrid Crowther, Athabasca University. Thomson Nelson Publishing. 2006 ISBN: 0-17-641565-3

V. EVALUATION PROCESS/GRADING SYSTEM:

Achievement of course learning outcomes will be achieved as follows

IN CLASS ACTIVITIES: 25%

Details of the various in class activities will be discussed in class. In some cases students will be required to submit their work at the end of the class for evaluation.

Participation during In class activities

Students are expected to participate in various in-class activities throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during class time, therefore students who choose not participate, arrive late or leave early, or are absent for the entire class and consequently miss these in-class components will be given a “0” for the identified activity. These activities will not be rescheduled for students.

TESTS 25%

ASSIGNMENTS 50%

Details of each assignment will be given to students in class and will be posted on LMS
(dates and assignments to be discussed in class)

PLEASE NOTE:

Regarding Student Progression through the three
Co-Requisite Core ECE courses:

Teaching Methods, Seminar, Field Practice

Students must receive a minimum of a “C” (2.0 G.P.A.) in each semester’s ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice***, (in the case of *Field Practice 1*, students must receive a “C”) within the same semester, in order to proceed to the next semester’s co-requisite courses.

The following semester grades will be assigned to students in postsecondary courses:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

Important Notes to Students:

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend. Failure to attend may have an impact on your In-class activity participation mark.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" in the Sault College Handbook.

Assignments:

1. All assignments must be submitted on the **due date at the beginning of the class** period unless otherwise specified by the professor.
2. All assignments **must be typed and stapled** or they will be returned to the student un marked.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Late submissions **will be deducted 5% per day** which commences at the end of the class in which the assignment was due, **Assignments will not be accepted by the instructor after 1 week or when 20% deduction has been reached.** The student will receive an automatic "0" for the assignments. Students are encouraged to communicate with their instructor if extenuating circumstances exists and student's require an extension. Granting extensions is up to the discretion of the instructor.
5. Students must **adhere to dates set for oral presentations** unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be **aware of assignment due dates.** If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for **retaining a file of all drafts and returned assignments.** We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded

Tests/Quizzes:

- Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. **If advance notice is not given to the professor, the student will receive a mark of "0".** It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.
- Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. At that point, students will not be able to complete the test and will receive a mark of "0".

Learning Environment

In the interest of providing an optimal learning environment, students are to follow these two expectations;

- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.

Students are to keep private conversations and other distracting behaviour out of the classroom

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Guest Presenters

Having guest speakers is a privilege. Showing respect for them, includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks). Leaving the room should be for emergency reasons only.

Food and Drink

Students may eat and drink in class, however eating large “meals” during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

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

Dates for projects or tests may be revised depending upon course content/flow

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 postsecondary institutions.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.