

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: TEACHING METHODS II

CODE NO.: ED 269 SEMESTER: TWO

PROGRAM: EARLY CHILDHOOD EDUCATION

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NEW: _____ REVISED: X

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Teacher Education

Dec. 21/95
Date

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



ED 269- TEACHING METHODS II**TOTAL CREDITS: FOUR****PREREQUISITES:ED 104, ED 108; COREQUISITES: ED 110, ED 116****I. PHILOSOPHY/GOALS:**

This course is designed to help students develop an understanding of the interdependence of human interactions and curriculum content and to internalize the concept of “whole” in the developmental learning environment. The student will explore the teacher’s role in facilitating children’s learning and in meeting their developmental needs through positive teaching behaviours and facilitative techniques.

II. STUDENT LEARNING OUTCOMES:

Upon successful completion of this course the student will:

1. Outline the factors that affect group behaviour.
2. Substantiate methods of fostering child compliance.
3. Translate basic skills into positive teaching behaviours.
4. Implement and evaluate planned learning experiences in early childhood settings.
5. Interpret provincial regulations (DNA) governing child care settings.

III. TOPICS TO BE COVERED:

1. Assessing the early childhood environment.
2. Physical development through the curriculum
3. Cognitive tasks
4. Language and literacy
5. Social competence
6. Discipline and guidance
7. Stress management

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES**Topic/Unit #1 - Assessing the Learning Environment****Learning Activities:**

1. Examine the features of a quality environment for young children.
2. Analyze an early childhood environment.

Resources:

1. ECERS workbook
2. Introduction to Early Childhood Ed: ch 9 (review)

ED 269-TEACHING METHODS**Topic/Unit #2: Physical Development****Learning Activities:**

1. Describe the influences on motor development.
2. Develop activities which promote fine and gross motor skills.
3. Suggest methods of helping children to increase sensory awareness.
4. Discuss the importance of dramatic play and creative dramatics.

Resources:

1. Intro to Early Childhood Ed: ch 11
2. Preschool Appropriate Practices: ch
3. Video and film
4. Handouts

Topic/Unit #3: Cognitive Theory**Learning Activities:**

1. Relate cognitive theory to teaching practices.
2. Outline cognitive tasks.
3. Describe techniques of introducing math and sciencing principles.

Resources:

1. Intro to Early Childhood Ed: ch 12

Topic/Unit #4: Language and Literacy

1. Describe the components of language and the process of their acquisition.
2. Outline the place of language programming in the early childhood curriculum.
3. Suggest language and literacy activities developmentally appropriate for young children.

Resources:

1. Introduction to Early Childhood Ed: ch 13
 2. Preschool Appropriate Practices: ch (Review)
 3. Handouts
 4. Video
 5. Annual Editions: "I can Write!"
- Topic/Unit #5: Social Competence**

1. Discuss socialization practices.
2. Describe the implications of friendships, gender roles, cultural and racial awareness, in relation to social skills.
3. Outline the process of moral development.

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Resources:

1. Introduction to Early Childhood Ed: ch 14
2. Handouts
3. Video

Topic/Unit #6 : Discipline and Guidance

1. Distinguish between normal and challenging behaviours.
2. Differentiate between discipline and punishment.
3. Outline the factors that affect child behaviour.
4. Select appropriate guidance techniques.

Resources:

1. Introduction to Early Childhood Ed: ch 16
2. Handouts
3. Videos
4. Practical Solutions to Practically Every Problem

Topic/Unit #7 : Coping with Stress

1. Describe the sources of stress for children and their reactions.
2. Outline appropriate techniques to help children develop coping mechanisms.

Resources:

1. Introduction to Early Childhood Ed: ch 17
2. Handout
3. Video
4. Annual Editions, '95/96: a) "Helping Children Cope with Violence"
b) "Serving Children with HIV/AIDS"

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V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)**

1.	DNA Summaries/presentations	10%
2.	Learning Activities	20%
3.	Resource Kits	20%
4.	Tests (2x15%)	30%
5.	Workshops/Group Participation	20%
		<u>100%</u>

VI. PRIOR LEARNING ASSESSMENT:

Not yet available

VII. REQUIRED STUDENT RESOURCES

1. Introduction to Early Childhood Education, Essa & Young, Nelson, Canada, 1994.
2. Annual Editions, '95/96, Dushkin.
3. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, NAEYC, 1987.
4. Practical Solutions to Practically Every Problem,

VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

Titles are listed on the ECE bulletin board.

IX. SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, learning impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

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

Tests: Students must complete all tests on the designated date. If illness prevents a student

All assignments are to be handed to the teacher in class on the due date. NQA coupons will be honoured as per departmental policy. All assignments must be typed and stapled, unless well as increasing the contents of the kit, discuss how the parameters for age, disability, and safety can be met.

b) Students will develop an additional kit, and again, discuss how the parameters for age, disability, and safety can be met.

STUDENTS WILL CHOOSE ONE OF THEIR KITS TO PRESENT TO CHILDREN IN THEIR PLACEMENT AND SUBMIT A DESCRIPTION/SUMMARY OF THIS PRESENTATION. STUDENTS WILL SIGN A SCHEDULE TO PRESENT THEIR KIT TO THE CLASS PRIOR TO THEIR PRESENTATION TO CHILDREN.

3. **LEARNING ACTIVITIES:** Students will be grouped in order to research and present information on assigned learning centres (eg. Blocks, water play, sand and gross motor). Each centre will be examined for such possibilities as creative thinking, exploration, new innovations for equipment (eg. Use of resource kits?), and teacher's role. The group will then prepare a minimum of three learning activity plans (these can be used in field placement).
4. **TESTS:** Two tests will be scheduled, one on February 20th, and one on April 30th, 1996.
5. **WORKSHOPS/GROUP PRESENTATIONS:** Students will participate in planned workshops and subsequently will then present to the class, two ideas/plans for increasing children's learning opportunities in these areas. Students who are not able to attend the workshops will forfeit the attendance portion of the mark(10%) but will still be able to make a presentation to the class for the balance of 10% of the grade.