

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

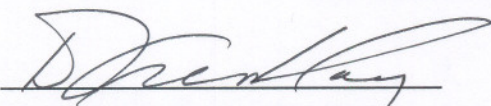
**Course Title: Teaching Methods II**

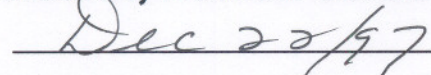
**Code No.: ED 269-3      Semester: Two**

**Program: EARLY CHILDHOOD EDUCATION**

**Author: Bev Browning**

**Date: Jan 98      Previous Outline Date: Jan 97**

**Approved:   
D. Tremblay, Dean  
Health, Human Sciences and Teacher Ed.**

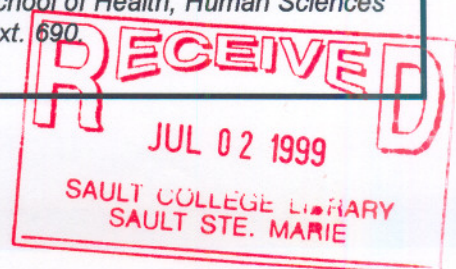
**Date: **

**Total Credits: FOUR      Prerequisite(s): ED 108, 115, 140**

**Corequisites: ED 110, 116**

**Length of Course:      Total Credit Hours: 64 HRS**

Copyright © 1997 The Sault College of Applied Arts & Technology  
Reproduction of this document by any means, in whole or in part, without the prior  
written permission of The Sault College of Applied Arts & Technology is prohibited.  
For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences  
and Teacher Education, (705) 759-2554, Ext. 690.



ED 269- TEACHING METHODS IN CHILD CARE SETTINGS II

TOTAL CREDITS: FOUR

PREREQUISITES: ED , ED 108, 115, 140

COREQUISITES: ED 110, ED 116

I. COURSE DESCRIPTION:

This course is a continuation of Teaching Methods I. It expands on the role of the teacher as mediator between the child and the 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. Developmental theories will be applied to program areas.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

1. Determine The Features Of A Quality Environment For Young Children.

Potential Elements of the Performance:

*explain how the physical space (indoor and outdoor) influences child behaviour  
suggest ideal learning spaces for children based on the child's developmental level  
analyze early childhood environments based on the ECERS (Early Childhood Environment Rating Scale)*

2. Establish The Paramaters For Child-based Learning Centers Which Provide Self-directed Learning Opportunities In All Developmental Areas.

Potential Elements of the Performance:

*describe the influences on motor development and outline the processes of physical development  
discuss activities which promote fine and gross motor development  
suggest methods of helping children increase sensory awareness  
evaluate the effectiveness of dramatic play and creative dramatics for young children  
outline appropriate cognitive tasks for young children  
relate cognitive theories to teaching practices  
describe techniques for introducing math and sciencing principles  
describe the components of language acquisition and suggest developmentally appropriate language and literacy activities for young children*

3. Propose Solutions To Challenging Behavioural Issues And Suggest Methods For Fostering Child Compliance.

Potential Elements of the Performance:

*discuss socialization practices*  
*describe the implications of: friendships; gender roles; cultural, inclusive and racial awareness - in relation to social skill development*  
*outline the process of moral development*  
*differentiate between discipline, punishment and guidance*  
*examine typical scenarios and propose appropriate solutions*  
*determine the sources of stress for children*  
*discuss children's reactions to stress and determine how to help children develop coping mechanisms*

4. Develop Age-appropriate Resource Materials And Evaluate The Relevancy And Success Of Implemented Activities.

Potential Elements of the Performance:

*organize resource kit materials and information according to guidelines provided*  
*determine the developmentally appropriateness of kit materials*  
*suggest methods/variations for use in inclusive environments*  
*complete required forms and present kit materials/activities in field placement*  
*assess the appropriateness, relevancy, and effectiveness of activities presented*

### III. TOPICS TO BE COVERED:

1. Assessing the early childhood environment.
2. Fostering Social Competence
3. Providing Age-Appropriate Discipline and Guidance
4. Promoting Physical Development and Play Through the Curriculum
5. Nurturing Intrinsic Motivation and Self-Expression
6. Fostering the Emergence of Language and Literacy
7. Presenting Age-Appropriate, Inclusive Cognitive Tasks

### IV. REQUIRED RESOURCES\ TEXTS/MATERIALS:

1. *The Whole Child*, J. Headrick & K. Chandler, Prentice Hall, 6th ed., 1996
2. *Annual Editions Early Childhood '97-98*, Dushkin Publishing.
3. *Preschool Appropriate Practices*, 2nd addition, J. J. Beaty, HBJ, 1996.

V. EVALUATION PROCESS/GRADING SYSTEM:

- |    |   |             |
|----|---|-------------|
| 1. | <b>Learning Center Presentations:</b><br>(Presentation = 10%, Handout = 5%,<br>Activity Form = 5%, Group Participation = 5%)  | 25%         |
| 2. | <b>Resource Kits:</b><br>(Additions/improvements = 5%; new kit =20%<br>Activity Plan = 5%, Kit presentation<br>summary = 5% ) | 35%         |
| 3. | <b>Tests (1x10%; 2x15%)</b>   | 40%         |
|    |   | <b>100%</b> |

ASSIGNMENT DESCRIPTIONS:

1. **LEARNING CENTER PRESENTATIONS:**  
 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 typed handout for the class which summarizes the researched information on this curriculum area; this **MUST** be available on the day of the presentation in order to receive the grade for this portion of the mark; **NO EXCEPTIONS !!**. EACH student in the group will prepare a related Learning Activity Plan, which must also will be attached to the handout (**must be typed for best duplication**). Each student must take responsibility for having the course instructor sign and approve the Activity Plan **PRIOR** to duplication for the class (these plans can be used in field placement as part of the student's minimum requirements).
  
2. **RESOURCE KITS:**
  - a) Students will choose one of their kits from the previous semester and will make improvements on this kit. In particular, the student will, as well as increasing the contents of the kit (submit a list of additions, not the kit itself!) discuss multicultural aspects, and focus on special needs requirements, as well as age-appropriateness and safety.
  - b) Students will develop an additional kit, using the "Resource Kit Format/Evaluation" form as a guide; submit this at the time of grading. Resource kit presentation date: Monday, March 9th, 1998.

THEY WILL BE ASSIGNED A DATE TO PRESENT THIS ACTIVITY TO THE CHILDREN IN PLACEMENT. A DESCRIPTION/SUMMARY OF THIS ASSIGNMENT MUST BE COMPLETED BEFORE THE BLOCK PLACEMENT AT THE END OF TERM.

3. **TESTS: Achievement of course learning outcomes will be measured by mandatory testing as follows:**

Test #1:	Feb. 23rd, 1998	10%
<del>Test #2:</del>	<del>Mar 30th, 1998</del>	<del>10%</del>
Test #3:	Apr 14th, 1998	15%

## VI: SPECIAL NOTES

### Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, learning impairments, learning disabilities) you are encouraged to discuss required accommodations confidentially with the instructor and/or contact the Special Needs Office, Room E 1204, Ext 493, 717, 491 so that support services can be arranged for you.

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 from attending class for a test, the student must telephone at least one hour prior to the time of the test to make alternate arrangements. (759-2554, ext 548).**

**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 otherwise specified.**

**Dates for projects or tests may be revised depending upon course content/flow and/or by mutual agreement of student majority vote and course faculty.**

ED 269-TEACHING METHODS II  
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 & video
2. Preschool Appropriate Practices: review chapter 1
3. ECE Annual Editions: Article # 21, p. 106

Topic/Unit #2 : Social Competence

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

Resources:

1. The Whole Child: ch 10
2. Preschool Appropriate Practices: review ch 2
3. ECE Annual Editions: Article # 22, p. 114; # 23, p. 123
4. Handouts
5. Video

Topic/Unit #3 : 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. The Whole Child: ch 11
2. ECE Annual Editions: Article # 25, p. 136; #27, p. 144
3. Handouts

Topic/Unit #4: Anti-Bias and Inclusion

1. Describe how to overcome the expression of prejudice.
2. Putting into practice the principles of cross-cultural education. Suggest appropriate methods of inclusion.

## ED 269-TEACHING METHODS II

### 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 & video
2. Preschool Appropriate Practices: review chapter 1
3. ECE Annual Editions: Article # 21, p. 106

### Topic/Unit #2 : Social Competence

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

#### Resources:

1. The Whole Child: ch 10
2. Preschool Appropriate Practices: review ch 2
3. ECE Annual Editions: Article # 22, p. 114; # 23, p. 123
4. Handouts
5. Video

### Topic/Unit #3 : 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. The Whole Child: ch 11
2. ECE Annual Editions: Article # 25, p. 136; #27, p. 144
3. Handouts

### Topic/Unit #4: Anti-Bias and Inclusion

1. Describe how to overcome the expression of prejudice.
2. Putting into practice the principles of cross-cultural education. Suggest appropriate methods of inclusion.