

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Teaching Methods II in ECE

CODE NO. : ED131 **SEMESTER:** 2

PROGRAM: Early Childhood Education

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DATE: 2010 Jan. **PREVIOUS OUTLINE DATED:** 2009 Jan

APPROVED: "Angelique Lemay" Dec/09

CHAIR **DATE**

TOTAL CREDITS:

PREREQUISITE(S): ED 108, ED 115, ED 130

CO REQUISITE(S): ED 110, ED116

HOURS/WEEK: 4 HOURS / WEEK

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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 behaviors and facilitative techniques. Developmental theories will be applied to program areas. A Web-based format will be used for some assignments and for course notes

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Detail the elements in the environment which promote the development of the Affective domain.** (*Reflection of CSAC Vocational #1, #2, #4, #6, #9*)

Potential Elements of the Performance:

- Outline the stages that children develop self-awareness and emotional development.
- Determine children's self-awareness and emotional development and determine methods of supporting children in their further development.
- Outline the teaching methods used to establish an emotionally healthy climate for young children.
- Determine how to include children in crisis situations and to cope with emotional events

2. **Detail the elements in the environment that support the development of the Social domain.** (*Reflection of CSAC Vocational #1, #2, #4, #6, #9*)

Potential Elements of the Performance:

- Identify the aspects inherent in the social domain
- Outline the development of social skills in young children
- Determine the teaching methods used to support social skills.
- Outline supportive strategies for fostering pro-social skills
- Suggest teaching strategies for responding sensitively to a child's behaviour and for facilitating positive interactions

3. **Identify the significance of how children learn in relation to the value of play as a developmentally appropriate teaching method.** (*CSAC Vocational #1*

(CSAC Vocational #2"

Potential Elements of the Performance:

- Outline the characteristics of play as the primary source through which children learn.
- Assess children's developmental stage of play and determine methods of supporting children in their further development.
- Identify and describe various developmentally appropriate activity types and how they are used to facilitate play.
- Demonstrate the ability to plan developmentally appropriate small and whole group activities

4. **Describe various teaching strategies used to support children's learning (CSAC Standard #4))**

Potential Elements of the Performance:

- Describe developmentally appropriate interactions
- Observe group times and assess the teaching strategies used to facilitate the experiences.
- Explore strategies to initiate positive interactions with children and sensitively to the child(ren)'s behavior
- Develop a variety of positive guidance techniques and gentle caregiving techniques
- Develop strategies for small and large group management that are based on developmentally appropriate practices
- Identify and describe developmentally appropriate strategies to facilitate small and whole group activities.

III. **TOPICS:**

- **The value of PLAY**
- **Teaching Methods that support children's play**
- **Planning Effective Small and Whole Group Activities**
- **Teaching Methods that support affective domain development**
- **Teaching Methods that support social domain development**

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**

Resources Purchased in Other Courses but used in this course:

- Learning Language and Loving It 2nd Edition. Weitzman and Greenberg The Hanen Centre 2002. ISBN0-921145-18-7
- 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 LMS Course Content
- Practical Solutions to Practically Every Problem (Revised) Saifer, Monarch Books Canada. 2003 ISBN 1-929610-31-9
- Jamieson, J.Bertrand and Ibrahim E. (Eds). Science of Early Childhood Development. [online resource] Winnipeg, MB: Red River College: retrieved from <http://www.scienceofecd.com>

V. EVALUATION PROCESS/GRADING SYSTEM:

Participation in course related activities **30 %**

Details of the various 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 course related activities

Students are expected to participate in various course related activities (in / out of class) 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 the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these participation components will be given a "0" for the identified activity. These activities will not be rescheduled for students.

The following points are given to students who fully participate in the following activities as part of the course requirement:

Field Trips – 10pts. Large Group Activities = 5pts Video training = 4pts Small group / individual activities =3 pts Lecture = 2pts.

Assignments: **40 %**

Activity Plans for small / whole group **20%**

Stage of Play Report **10%**

Science of ECD Reflections **10%**

Tests **30%**

Test #1 10%

Test #2 10%

Test #3 10%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

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 not 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 only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic an "0" for the assignment.** Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.
5. 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
8. If a student wishes to discuss the mark assigned to their submission, they must contact the instructor to make an appointment to review the assignment and evaluation. The student must come prepared by reviewing the assignment outline and expectations, the instructor's feedback on the submission and specific areas of concern or questions.

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

Tests / Quizzes

1. Students are expected to come to the test prepared with all of the instruments needed to complete the test. (pencil, student number)
2. 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.
3. 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. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of "0" for the test.
4. Students are not permitted to have any electronic devices during a test / quiz.

Learning Environment:

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

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services. <http://www.saultcollege.ca/Services/StudentServices/default.asp>
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.
4. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class..
5. Students are reminded to turn their phone off or silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behavior, or any other behavior deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only with the permission of the instructor. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the "garbage" / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence.