

**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:** 2011 Jan. **PREVIOUS OUTLINE DATED:** 2010 Jan

**APPROVED:** "Angelique Lemay" Dec/10

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|  | <b>CHAIR</b> | <b>DATE</b> |
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**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 care-giving 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 2<sup>nd</sup> 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 3<sup>rd</sup> 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:

### **Experiential Learning Activities** **30%**

Students are expected to participate in course related experiential learning activities scheduled in and out of class. The focus of the activities will be to provide students with the opportunity to engage in experiential learning that reflects the theory being discussed

#### **Types of Experiential Learning Activities:**

Students will be given points for their preparation and full participation in the following learning activities:

*Guest Speakers / Field Trip / Workshops = 10 points, Large Group discussions / activities = 5pts, Small group discussions / activities: 5 pts, Video training = 4pts, Individual reflective practices = 2 pts.*

#### **Criteria for Participation in Experiential Learning Activities**

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 learning activity components will be given a "0" for the identified activity. These activities will not be rescheduled for students. Students are expected to attend class fully prepared to participate with all required materials.

#### **Quality of Participation in Experiential Learning Activities:**

Students will be evaluated on the level and quality of their engagement, behaviour, and attitude during the Experiential Learning Activities based on a set of criteria reflecting professional standards.

### **Assignments:** **40 %**

#### **Activity Presentation**

#### **Affective Domain activity report**

#### **Social Domain activity report**

#### **Stage of Play Report**

### **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.  |

## VI. SPECIAL NOTES:

### 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.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.