

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



COURSE OUTLINE

Course Title: Teaching Methods II

Code No.: ED 269-4 Semester: Two

Program: EARLY CHILDHOOD EDUCATION

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Date: Jan 2000 Previous Outline Date: Jan '99

Approved: _____ Date: _____
D. Tremblay, Dean
Health, Human Sciences and
Criminal Justice

Total Credits: 4 Prerequisite(s): ED 108, 115, 140
Corequisites: ED 110, 116

Length of Course: 16wks Total Credit Hours: 64 HRS

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences and Criminal Justice, (705) 759-2554, Ext. 690.

TOTAL CREDITS: FOUR

PREREQUISITES: 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. A Web-based format will be used for some assignments and for course notes.

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 Parameters For Child-based Learning Centres Which Provide Self-directed Learning Opportunities In All Developmental Areas.

Potential Elements of the Performance:

- *outline the processes of physical development and describe influences on motor development*
- *develop activities which promote fine and gross motor development*
- *suggest methods of helping children increase sensory awareness*
- *evaluate the advantages of dramatic play and creative dramatics for young children*
- *outline appropriate cognitive tasks for young children*
- *outline practical applications of cognitive theories*
- *describe techniques for introducing math and sciencing principles to young children*
- *review 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 how socialization practices impact on children's behaviour*
- *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 behaviour problem scenarios and propose appropriate solutions*
- *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 developmental 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:

1. Assessing The Early Childhood Environment.
2. Promoting Physical and Motor Performance.
3. Fostering Social Competence
4. Providing Age-Appropriate Discipline and Guidance
5. Fostering Anti-biased and Inclusive Practices Through the Curriculum
6. Nurturing Intrinsic Motivation Cognitive Development and Self-Expression
7. Fostering the Emergence of Language and Literacy

IV. REQUIRED RESOURCES\TEXTS\MATERIALS:

1. *The Whole Child*, J. Headrick & K. Chandler, Prentice Hall, 6th ed., 1996
2. *Annual Editions Early Childhood* '99-2000, Dushkin Publishing.
3. *Preschool Appropriate Practices*, 2nd addition, J. J. Beaty, HBJ, 1996.

V. EVALUATION PROCESS/GRADING SYSTEM:

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

ASSIGNMENT DESCRIPTIONS:

1. **LEARNING CENTRE PRESENTATIONS:**

Students will work together in groups in order to research and present information on play 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 the teacher's role will be described. The group will then prepare a summary of the researched information on this curriculum area. This summary will be **e-mailed** to the class by the day of the scheduled presentation in order to receive the grade for this portion of the mark. **NO EXCEPTIONS !!**. **EACH** student from the group will prepare a related Learning Activity Plan, which must also be **e-mailed** to the rest of the class on the **ED269 web-page**. Each student must take responsibility for having the course instructor approve their Learning Activity Plan **PRIOR** to posting it on the web. NOTE: the student's prepared plan can be used in his/her field placement as part of the student's minimum requirements for the semester. For the **presentation**, set up an interactive **hands-on workshop** experience for the class: eg. Locate both children's and resource books, materials and equipment for the students to try out; set up the learning activities for groups to complete in class on the day of the workshop. **The purpose is to set up an experiential learning presentation, not just to "read" the handout!**

2. **RESOURCE KITS:**

a) Students will suggest improvements on their kit from the previous semester, ie. The student will submit a list of potential additions to the contents of the kit, and make the recommended changes as advised by the Professor in Teaching Methods I. As well, the student will outline multicultural aspects, and focus on special needs requirements, in addition to making recommendations for age-appropriateness and safety.

b) Students will develop an additional kit, using the "Resource Kit Format/Evaluation" form as a guide; submit this form at the time of grading.

Resource kit presentation date: Friday, March 17th, 2000.

STUDENTS WILL CHOOSE ONE OF THEIR KITS AND PREPARE A RELATED ACTIVITY PLAN TO PRESENT TO CHILDREN IN THEIR PLACEMENT; THEY WILL BE ASSIGNED A DATE TO PRESENT THIS ACTIVITY TO THE CHILDREN IN PLACEMENT. A DESCRIPTION/SUMMARY OF THIS PRESENTATION MUST BE SUBMITTED BY E-MAIL TO THE PROFESSOR, ONE WEEK FOLLOWING THEIR PRESENTATION IN PLACEMENT. NO LATE SUBMISSIONS, NO NQA'S ACCEPTED!!! THIS ASSIGNMENT MUST BE COMPLETED BEFORE THE BLOCK PLACEMENT AT THE END OF TERM.

2. TESTS: Achievement of course learning outcomes will be measured by

Test #1:	Feb. 22nd, 2000	10%
Test #2:	Mar 28 th , 2000	15%
Test #3:	Apr 11 th , 2000	15%

VI: SPECIAL NOTES

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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. 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, as may be decided by the professor. 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.

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.

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 (or by e-mail, as specified) by 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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

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.

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 (supplied by professor) & in-class video
2. ECE Annual Editions '98/99, Article #17, p. 89: "Your Learning Environment"
3. Review Preschool Appropriate Practices, ch. 1

Topic/Unit #2 : Physical and Development

1. outline the processes of physical development and describe influences on motor development
2. develop activities which promote fine and gross motor development
3. suggest methods of helping children increase sensory awareness
4. evaluate the advantages of dramatic play and creative dramatics for young children

Resources:

1. Handouts **on the web**
2. ECE Annual Editions '98/99, Article #31, p. 168: "Active Living: Physical Activities for Infants, Toddlers, and Preschoolers"

Topic/Unit #3 : 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. Handouts
3. Video

Topic/Unit #4 : 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. Handouts on the web
 3. ECE Annual Editions '99/00, Article #23, p. 121: "Beyond Discipline to Guidance"

Topic/Unit #5: Anti-Bias and Inclusion

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

Resources:

1. The Whole Child: ch 13
2. ECE Annual Editions '98/99, Article #20, p. 105

Topic/Unit #6: Intrinsic Motivation and Self-Expression

1. Making "Work" appealing.
2. Stimulating intrinsic motivation.
3. Cultivating creativity and self-expression.
4. Facilitating creative play.

Resources:

1. The Whole Child: ch 13, ch 15, ch 16

Topic/Unit #6: Language and Literacy

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

Resources:

1. The Whole Child: ch 17, ch 18
2. Preschool Appropriate Practices: ch 6 & ch 7
3. Handouts on the web
4. Video
5. ECE Annual Editions '98/99, Article #34, p. 185: "Back to the Basics of Whole Language; Article #35, p. 189: "Interactive Writing in a Primary Classroom"

Topic/Unit #7: Cognitive Theory

Learning Activities:

1. Relate cognitive theory to teaching practices.
2. Outline cognitive tasks and abilities of young children.
3. Examine and describe the perceptual-motor learning involved in block play.
4. Describe techniques of introducing math and sciencing principles with young children.

Resources:

1. The Whole Child: ch 18 - p. 507, ch 19, ch 20, ch 21
2. Preschool Appropriate Practices: ch 3, ch 5, ch 10
3. ECE Annual Editions '98/99, Article #16, p. 85: "Understanding Through Play"