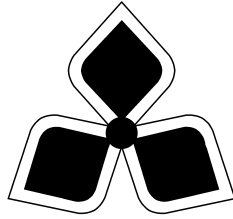


SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



Sault College

COURSE OUTLINE

Course Title: Teaching Methods II

Code No.: ED 2690-4 Semester: Two

Program: EARLY CHILDHOOD EDUCATION

Author: marilyn.robbs@saultc.on.ca extension 619

Date: Jan 2003 Previous Outline Date: Jan '02

Approved: _____

Dean

Health, Human Sciences and Teacher Ed.

Date: _____

Total Credits: 4 Prerequisite(s): ED 1080, 1150, 1400

Co requisites: ED 1100, 1160

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

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For additional information, please contact Dean, School of Health, Human Sciences and Teacher Education, (705) 759-2554, Ext. 603/689.

TOTAL CREDITS: FOUR
PREREQUISITES: ED 1080, 1150, 1400
CO REQUISITES: ED 1100, ED 1160

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

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 behavior
- suggest ideal learning spaces for children based on the child's developmental level
- describe the contents and value of the ECERS-R (Early Childhood Environment Rating Scale)

2. Establish The Parameters For Child-based Learning Centres That Provide Self-directed Learning Opportunities In All Developmental Areas.

Potential Elements of the Performance:

- 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 Materials/Activities And Evaluate The Relevancy And Success Of Implemented Activities.

Potential Elements of the Performance:

- suggest methods/variations for use in inclusive environments
- complete required forms and present 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. Fostering Anti-biased and Inclusive Practices Through the Curriculum
5. Nurturing Intrinsic Motivation , Cognitive Development and Self-Expression
6. 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 '02-03, Dushkin Publishing.
3. Skills for Preschool Teachers, J. J. Beaty, HBJ.

V. EVALUATION PROCESS/GRADING SYSTEM:

1.	Learning Centre Activity Presentation:	10%
2.	Research Paper:	10%
3.	In class assignments & checklists	20%
4.	Tests (3x10%; 1x20%)	50%
5.	Attendance	<u>10%</u>
		100%

ASSIGNMENT DESCRIPTIONS:

1. Learning Centre Research Paper

Students will write a research paper relevant to their assigned learning center topic. (e.g. Blocks, water play, sand and water play). The instructor will examine each centre in class and the student presentation will compliment the instructors unit. The student will discuss the teacher's role in this centre, appropriate activities / material for this center, teacher resource books, and children's books . Include a research summary, bibliography of research sources, teacher resource books and children's books; a list of materials and activities appropriate for use in the learning center.

All information must be based on the principles of developmentally appropriate preschool practice.

An assignment outline and presentation dates will be given out in class.

2. In Class Activity Presentation:

Based on the information you write in your research paper. **In class presentation**, set up an interactive **hands-on activity/ experience** for the class. Bring in both children's and teacher resource books for classmates to examine, bring in materials and equipment you would use in the learning center for classmates to try out and have the accompanying research paper ready to hand out to classmates. **The purpose is to set up an experiential learning presentation, not just to "read" the handout! Presentation dates will be assigned in class.**

EACH student will prepare a Learning Activity Form related to the learning centre. Each student must take responsibility for having the course instructor approve his or her Learning Activity Form at least one week **PRIOR** to his or her presentation.
(see below).

3. Checklists : to be assigned in class or posted to WebCT
4. **TESTS: Achievement of course learning outcomes will be measured by mandatory testing as follows:**

Test #1:	10%
Test #2:	10%
Test #3	10%
Final #4:	20%

Dates to be assigned in class.

VI: SPECIAL NOTES

Special Needs

If you are a student with special needs (e.g. 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 619). The instructor will assign a new date and time.

All assignments are to be handed to the teacher in class (or by e-mail, as specified) by the due date. All assignments must be typed and stapled, unless otherwise specified. There will be a penalty for late submissions.

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 MODULES /REQUIRED RESOURCES

Module #1 - The Learning Environment

1. Examine the features of a quality environment for young children.
2. Analyze an early childhood environment.
3. Begin an exploration of individual learning centers that will span the entire semester.

Resources:

1. ECERS-R workbook (supplied by professor) & in-class video
2. Review Skills for Preschool Teachers , ch. 3 “ Establishing a Learning Environment”
3. All readings / assignments as directed by the instructor or as posted to webCT.

Module#2: 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 14

Module #3: Socialization

1. Discuss socialization practices.
2. Describe the implications of friendships, gender roles, and cultural and racial awareness, in relation to social skills.
3. Evaluate the advantages of dramatic play and creative dramatics for young children

Resources:

1. The Whole Child: ch 10 “Developing Social Competence”
2. Skills for Preschool Teachers Ch.9 “Promoting Social Skills”

Module # 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: chapters 11 & 12
2. Skills for Preschool Teachers Chapter 10 “Providing Guidance”
3. Handouts on the web
4. E.C.E. Annual Editions ‘00/01, Article #23, p. 134: “The Why and Wherefore”

Module #5: Play is children's work.

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
2. Skills for Preschool Teachers ch. 8
3. Annual Editions 00/11 Article 26 "Fostering Intrinsic Motivation in Early Childhood Classrooms"

Module #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 that are developmentally appropriate for young children.

Resources:

1. The Whole Child: ch 17, ch 18
2. Skills for Preschool Teachers chapter 6 "Advancing Communication Skills"
3. Handouts
4. E.C.E. Annual Editions '00/01, Article #9, p. 48: "Baby Talk"

Module# 7: Promoting Cognitive Learning

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 science principles with young children.

Resources:

1. The Whole Child: ch 19, ch 20, ch 21
2. Skills for Preschool Teachers ch.5, 7
3. E.C.E. Annual Editions '00/01, Article #31, p. 172: "Productive Questions"