



# COURSE OUTLINE

## ED0130

Prepared: Colleen Brady Approved: Martha Irwin

<b>Course Code: Title</b>	ED0130: TEACHING METHODS I IN ECE				
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN				
<b>Department:</b>	C.I.C.E.				
<b>Semester/Term:</b>	17F				
<b>Course Description:</b>	This course introduces the student to both theoretical and practical techniques of creating a positive learning environment for the young child. A collaborative approach of educating children in a variety of settings which utilize developmentally appropriate practices is emphasized.				
<b>Total Credits:</b>	4				
<b>Hours/Week:</b>	4				
<b>Total Hours:</b>	60				
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>				
<b>Course Evaluation:</b>	Passing Grade: 50%, D				
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Although a D grade is considered a passing grade, the student must achieve a minimum of C grade to be eligible to register for the subsequent ED131 Teaching Methods II course and ED131 course co-requisites.				
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>25%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Essay	25%
Evaluation Type	Evaluation Weight				
Essay	25%				



# COURSE OUTLINE

## ED0130

Prepared: Colleen Brady    Approved: Martha Irwin

Projects	65%
Quizzes	10%

### Books and Required Resources:

An introduction to how does learning happen? Ontario`s pedagogy for the early years by Ontario Ministry of Education  
 Publisher: Queens` Printer for Ontario  
 download the document for free @  
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Anti-Bias Education for Young Children and Ourselves by Derman-Sparks,L, & Olsen, Edwards, J.  
 Publisher: National Association for the Education of Young Children

Code of Ethics and Standards of Practice by College of Early Childhood Educators  
 Publisher: College of Early Childhood Educators Edition: Current  
 download the document for free @ [www.collegeofece.ca](http://www.collegeofece.ca)

Creating Effective Learning Environments by Ingrid Crowther  
 Publisher: Nelson Education Edition: 4th  
 ISBN: 9780176531768

Early Childhood Environmental Rating Scales (ECERS-3) by Harms, Clifford, Cryer  
 Publisher: Teacher College Press Edition: 3rd  
 ISBN: 9780807755709

Excerpts from ELECT: Foundational knowledge from 2007 publication of Early learning for every child today . by Ontario Ministry of Education  
 Publisher: Queen`s Printer for Ontario  
 download the document for free @  
<https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Infant/Toddler Environment Rating Scale (ITERS) Revised by Harms, Cryer, Clifford,  
 Publisher: Teacher College Press Edition: 3rd  
 ISBN: 9780807758670

Ontario Regulation 137/15 :General under Child Care and Early Years Act, 2014 by Government of Ontario  
 Publisher: Queen`s Printer for Ontario  
 download only the information under tab General portion of the Act for free @  
<https://www.ontario.ca/laws/regulation/150137>



# COURSE OUTLINE

## ED0130

Prepared: Colleen Brady Approved: Martha Irwin

The Art of Awareness: How Observation can Transform Teaching by Deb Curtis & Margie Carter  
Publisher: Redleaf Press Edition: 2nd

The Kindergarten Program 2016 by Ontario Ministry of Education  
Publisher: Queen's Printer for Ontario.  
download the document for free @  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

### Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

#### Course Outcome 1.

Explain the current research in early learning pedagogy and discuss how this information is applied to developmentally appropriate early learning environments.

#### Learning Objectives 1.

- Explain the role of the early childhood educator in supporting healthy early brain development.
  - Outline the current pedagogical principles that guide best practices within the Ontario early years and child care community.
  - Explain the principles of learning and the relationship of these principles to play based learning.
- \*Discuss the value of inquiry and play based approach to early learning environments.
- Describe the concept of developmentally appropriate practices and explain how it is reflected in the design of an early learning environment.

#### Course Outcome 2.

Discuss and examine the components of a well-designed early learning environment that is welcoming, responsive, inclusive, and play based.

#### Learning Objectives 2.



# COURSE OUTLINE

## ED0130

4

Prepared: Colleen Brady Approved: Martha Irwin

- Explain the impact of the indoor and outdoor learning environment on healthy child development and learning.
- Outline the current legislative regulations that are related to the design of early learning environments.
- Defend the “learning centre” approach to environmental design that supports early learning.
- Explain the components of a developmentally appropriate early learning environment.
- Analyze early learning environments and make recommendations based on best practices.
- Explain the role of establishing daily schedules and routines to support a responsive and meaningful learning environment.
- Identify teaching strategies that reflect best practices to facilitate positive transitions between daily activities and between home and school environments.

### **Course Outcome 3.**

Identify the components of an emotionally supportive and equitable early learning environment that support each child’s sense of belonging and well-being.

### **Learning Objectives 3.**

- Outline the factors that are incorporated into an early learning environment to create a sense of belonging and well being for children, families, and educators.
  - Discuss teaching methods that support the development and learning of children within the context of their family, culture, and community.
  - Identify learning materials and opportunities that are culturally inclusive, diverse and reflect an anti-bias approach.
- \* Engage in self reflective practices to integrate the goals of the Anti-bias educator .

### **Course Outcome 4.**

Develop and maintain effective written, oral, nonverbal, communications with fellow students and faculty in accordance with the Code of Ethics and Standards of Practice for Early Childhood Educators.

### **Learning Objectives 4.**

- Communicate professionally in all written work including vocabulary, grammar, spelling and



# COURSE OUTLINE

## ED0130

5

Prepared: Colleen Brady Approved: Martha Irwin

format that meet the standard of college level writing.

- Communicate and respond to written, spoken or visual forms clearly, concisely and correctly that satisfactorily meets the needs of the audience and ensures effective communication.
- Interact with others in groups that show respect for the diverse opinions, values, belief systems and contributions of others.
- Contribute to the effective working relationships to achieve goals.
- Evaluate one's own interpersonal communication skills through self-awareness and ongoing personal reflection and taking into consideration peer and supervisor's feedback
- Be respectful, positive and open in all communication without judgment or personal bias

### **CICE Modifications:**

#### **Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

#### **B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***



# COURSE OUTLINE

## ED0130

6

Prepared: Colleen Brady Approved: Martha Irwin

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

### **D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

### ***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

### **E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.