

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

AUTHOR: Colleen Brady RECE, AECEO,C.,B.A.
Instructor Janelle Martin

DATE: Jan 2016 **PREVIOUS OUTLINE DATED:** Jan 2015

APPROVED: "Angelique Lemay" **DATE**

TOTAL CREDITS: 4 credits

PREREQUISITE(S): ED130, ED135,
CO REQUISITE(S): ED136, ED137

HOURS/WEEK: 4 HOURS / WEEK

Copyright © 2015 The Sault College of Applied Arts & Technology

Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.

*For additional information, please contact Angelique Lemay Dean
School of Community Services, Interdisciplinary Studies, Curriculum and Faculty*

Enrichment

(705) 759-2554, Ext. 2737

• **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. **Use pedagogical documentation to review, support and promote children's learning.** (Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10)

Potential Elements of Performance

- Describe the purpose of pedagogical documentation.
- Produce a documentation panel that includes the essential components.
- Analyze documentation panels based on criteria of effective display and best practice.

2. **Assess individual play experiences and develop responsive teaching methods that reflect current early learning pedagogy.**

Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10

Potential Elements of Performance

- Observe and interpret levels and stages of play represented during a play episode.
- Respond to play episodes by selecting appropriate teaching methods to support and extend learning and development during play.
- Select appropriate materials and equipment that effectively support individual play experiences.
- Recognize and plan teaching methods that respond to or reflect inclusion and an anti-bias approach related to play.

3. **Plan and facilitate group experiences that reflect current early learning pedagogy.** Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10

Potential Elements of Performance

- Compare small group and large group learning experiences.
- Plan developmentally appropriate small and large group experiences.
- Select appropriate teaching methods to facilitate learning during a small and large group experience.

4. Explain and apply early learning pedagogy to the development of curriculum that supports children’s healthy emotional development. (Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10)

Potential Elements of Performance

- Discuss the skills associated with the continuum of emotional development.
- Explain how self-concept and self-esteem develops and describe teaching methods to support healthy development in these areas.
- Describe the concept of “emotional literacy” and explain teaching methods to develop this concept within early learning programs.

5. Explain and apply early learning pedagogy to the development of curriculum that supports children’s healthy social development. (Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10)

Potential Elements of Performance

- Discuss the skills associated with the continuum of social development.
- Identify pro-social skills and explain teaching methods to support development in this area.
- Identify friendship skills and explain teaching methods to support development in this area.
- Explain teaching methods to support the child’s skills in conflict resolution.
- Describe teaching methods that foster each child’s ability to recognize bias and injustice.
- Describe teaching methods that cultivate each child’s ability to stand up against bias or injustice

6. Select and evaluate multiple ways to facilitate learning through developmentally appropriate technology (Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10)

Potential Elements of Performance

- Identify the criteria for effectively using technology in the classroom.
- Discuss multiple ways that technology can be used in the classroom to enhance the curriculum
- Describe multiple strategies that facilitate developmentally appropriate learning activities through technology

7. 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 (College of Early Childhood Educators, 2011) (VLO #1,2,4,6,EES:I #1,4,7,6,9,10)

Potential Elements of the Performance

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

III. TOPICS:

1. Introduction to pedagogical documentation as a teaching method tool.
2. Teaching Methods that identify, support, and extend learning through play episodes.
3. Teaching Methods that reflect appropriate planning and facilitation of small and whole group learning activities.
4. Teaching Methods that identify and support the healthy development of the social and emotional domain.
5. Introduction to technology as a teaching method tool in the early learning environment.

IV REQUIRED RESOURCES/TEXTS/MATERIALS:

Textbooks that must be purchased for this course:

Required textbooks that are purchased for other courses.

Crowther, I. (2016). *Creating Effective Learning Environments. 4th Ed.* Toronto: Nelson Education Ltd.

Harms, T., Clifford, R. M., & Cryer, D. 2005. *Early Childhood Environment Rating Scale (ECERS-R) Revised Edition.* Teachers College Press.

Wolpert, E. (2005). *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom.* St. Paul, MN: Redleaf Press

Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College

Documents that are required and must be accessed and downloaded from online sources

Ontario Ministry of Education. (2015, June 8). **Ontario Regulation 137/15 Child Care and Early Years Act, 2014.** Retrieved 2015, from e-Laws: <http://www.ontario.ca/laws/regulation/r15137#top>

Best Start Expert Panel on Early Learning. (2014) *Excerpts from "ELECT"* Retrieved from <https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

College of Early Childhood Educators. (2011). **Code of Ethics and Standards of Practice.** Retrieved 2015, from College of Early Childhood Educators: https://www.college-ece.ca/en/Documents/Code_Ethic_English_Web_August_2013.pdf

Ontario Ministry of Education. (2010 - 11). *The Full Day Early Learning - Kindergarten Program Draft Version.* Retrieved from https://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten_english_june3.pdf

Online course materials (LMS):

- Access to Learning Management System (LMS) for this course: Course notes, assignments, calendar features and email will be used throughout the semester
- Compatible software that ensures that all documents submitted through the LMS Assignment Drop box can be opened by Sault College word ".doc" or ".docx" and or formatted as a PDF document or can be formatted so that the faculty can open the submitted document using Sault College software

EVALUATION PROCESS/GRADING SYSTEM:**Quizzes: 15%**

Quizzes will be scheduled after each module. The quizzes will be available only online through the LMS Quiz feature. Further details will be posted on LMS and discussed with students.

In process assessments 30%

Learning activities that take place during scheduled class time that are used to explore / practice a specific concept related to the module.

Assignments: 55 %

Assignment outlines will be posted on LMS and reviewed in class.

PLEASE NOTE

Regarding Student Progression through the three Co-Requisite Core ECE courses

Teaching Methods II, Seminar II, Field Practice II

- Students must receive a minimum of a **"C" (2.0 G.P.A.)** in each semester's ***Teaching Methods, and Seminar***, courses **and receive an "S" Satisfactory in their Field Practice, within the same semester**, in order to proceed to the next semester's co-requisite courses.
- In addition, **a minimum of an overall 2.0 Grade Point Average per semester** must be maintained to continue in the placement sequence.

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member

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

Assignment submission format

All assignment submissions (unless specifically stated by the professor) are to be submitted electronically on the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted.

All assignment submissions must be sent in PDF format. If the professor is unable to “open” or read the submission, the student will be notified by email and receive a mark of “0” for the assignment.

Submission due dates:

The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

Late submissions:

Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days).

NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course

Requests for Extensions:

Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension requests made by email to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.

NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.

Presentations

Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the

circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment

Quizzes/ Tests

All quizzes will be delivered through the Course LMS 'Quiz' featured. The date and time availability of the quiz will be clearly posted and communicated on LMS. It is the student's responsibility to keep track of dates / times when quizzes and tests are scheduled. It is up to the student to complete the quiz by the closing date and time. Students must notify the professor through a direct email to the professor 24 hours prior to the scheduled quiz / test if they are unable to complete the quiz. It will be up to the discretion of the professor if an alternate date/arrangement can be made. Students who fail to notify the professor of their absence prior to the test/quiz will receive an automatic mark of "0" for the test/quiz assignment.

Learning Environment

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

- Students are reminded to ensure that hand held electronic devices are on "silent" mode. Students are encouraged to move outside of the classroom environment should the need arise that they need to use their electronic device (such as a phone)
- Students are expected to refrain from engaging in conversations that are disruptive to the learning that is taking place in the classroom
- Students who wish to use an electronic device such as a tablet or laptop during class must first submit their request for permission to use the device as per the instructions located on LMS. Students who have not been given permission or who are using their electronic device for non-class use will be denied use of the device during the class.
- 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.
- 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.
- 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.
- Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.

Students are responsible for obtaining course material missed due to class absence

COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline