

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: THE LEARNING ENVIRONMENT

Code No.: ED 253

Program: TEACHER AIDE

Semester: FOUR

Date: FEBRUARY 1990

Author: J. VALLEE/T. HANLON/J. DOAN

Teacher: J. VALLEE

New: _____

Revision: X

APPROVED: _____

Kitty DeRosario

DATE: _____

FEB 2/90

The Learning Environment (ED 253)
Instructor: J. Doan

Total Credit Hours: 48
Total Credits: 3

PREREQUISITE: None

PHILOSOPHY/GOALS

This course focuses on providing students with the opportunity to develop creative and innovative ways of learning by examining the interaction of space, time, materials and people. The concept of learning through play will be emphasized and students will be encouraged to develop their own creative initiative in providing situations to stimulate learning. Students will learn to use learning activity centres and resources such as the library, television, and tapes as aids to creative learning.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course the student will:

1. Identify various themes for integrated learning.
2. Demonstrate knowledge of integrated learning activities.
3. Plan creative learning experiences based on a theme to meet the individual needs of learners.
4. Explore various creative media within a learning environment.
5. Understand the value of providing a creative environment to promote positive learning.
6. Understand the process of the Whole Language Program.
7. Explore the use of Manipulatives in teaching Mathematics.
8. Design and construct effective bulletin board displays.

These include:

- Exploration of various creative media ie. music, movement, art, drama, poetry, literature within the learning environment
- Use of Themes in providing topics for learning to take place
- Planning a unit of Instruction based on a Theme
- Setting up the Learning Environment

TOPICS TO BE COVERED

Monday February 5, 1990

Introduction/Overview

Course Outline, Evaluation

Introduce topic - The Learning Environment: Interaction of Space, Time, Materials and People

Film: The Experience-Centred Classroom
A Look at Learning

The Learning Environment (ED 253)
Instructor: J. Vallee

Friday, February 9, 1990

A Teacher Directed vs. Child-Centred Classroom

Monday, February 12, 1990

Learning Objectives Influence the organization of Time, Space and Materials

1. Various classroom arrangements
2. how arrangements change as objectives change
3. Why certain centres are grouped together

Classroom Slides

Friday, February 16, 1990

Management of Centres

1. Organizational tips
2. Planning Devices
3. Tracking Students

Monday, February 19, 1990

The Importance of Play

Various stages of Play
How to Enhance Play

Video - Child's Play

Friday, February 23, 1990

Film: The Learning Process

Sharing of a game or play activity which enhances learning

Monday, February 26, 1990

Establishing routines

Film: Setting the stage for Learning
Setting up a Room

Friday, March 2, 1990

Text: The Tone of Teaching

Monday, March 12, 1990

Effective Bulletin Boards and Displays

Film: Bulletin Boards and Charts for Creative Learning

Friday, March 16, 1990

Timetabling

Integrated vs. Fragmented

Video: Time Together

The Learning Environment (ED 253)
Instructor: J. Vallee

Monday, March 19, 1990

Introduction to Whole Language
Oral Language Comes First
Ideas to Stimulate Speaking and Listening
Storytelling Techniques, Fingerplays

Video: Good Talking To You

Friday, March 23, 1990

Whole Language: The Stages of Reading
Exposure to Print - Print in the Child's Environment
Text: What's Whole in Whole Language?

Monday, March 26, 1990

Use of Good Literature to Teach Reading
Use of Big Books and Predictable Books

Film: Teaching Creative Music

Friday, March 29, 1990

The Arts in a Whole Language Program
Film: Learning Through the Arts

Monday, April 2, 1990

Determining the Needs of Children
Encountering Reading Difficulties
Activities to Reinforce particular areas of weakness

Friday, April 6, 1990

Games and devices to reinforce skills for children requiring repetition

Monday, April 9, 1990

Text: The Craft of Children's Writing
1. The Stages of Writing - using samples
2. Tracking progress in writing

Friday, April 20, 1990

1. Types of Writing - journals, drafts, cooperative class books, published books
2. Conferencing with Pupils
3. Finished Products - How to Bind Books

Monday, April 23, 1990

Manipulatives in Mathematics - How to assist pupils in using various types of materials in the measurement, geometry and numerical strands

Friday, April 27, 1990

Games and devices to reinforce number skills

The Learning Environment (ED 253)
Instructor: J. Vallee

Monday, April 30, 1990

1. **The Integrated Unit - Motivational Topics**
 - Components of a unit
 - Subjects to be covered
 - Management ideas
2. **Field Trips**

Friday, May 4, 1990

Snack Programs in JK/SK

Monday, May 7, 1990

Science - The Discovery Approach

Workshop - Hands-on Approach using equipment, activity cards

Friday, May 11, 1990

Science - Sharing of Science activities which encourage discovery

Monday, May 14, 1990

Research - How to Assist Pupils in the Library

Friday, May 18, 1990

1. Health and Guidance Programs
2. Evaluating the Learning

PLEASE NOTE: The Instructor reserves the right to amend the topics and discussion dates.

EVALUATION METHODS

Attendance	10%
Participation	40%
Major Assignment	50%

GRADE LETTERS

A+	= 90-100%
A	= 80- 89%
B	= 70- 79%
C	= 60- 69%
R	= Less than 60%

The Learning Environment (ED 253)
Instructor: J. Vallee

PARTICIPATION - 40%

During the course, I will be requesting that you bring in ideas to support the various topics of discussion. For example, one week you may be asked to bring a sample of an effective bulletin board, another week a learning game, another week a sample of writing. These ideas re to be shared with the rest of the group. In some instances you will be required to show a sample of the idea as well as related how it was used effectively.

MAJOR ASSIGNMENT - 50%

Compile the various ideas and suggestions brought to the class in a binder. The binder should have a table of contents and each section should be separated by dividers. It is intended that the completed binder will be a resource book of good ideas for you to sue when you are employed as a teacher aide.

REQUIRED STUDENT RESOURCES

What's Whole in Whole Language by Ken Goodman

The Craft of Children's Writing by Judith Newman

The Tone of Teaching by Max Van Manen

ADDITIONAL RESOURCE MATERIALS AVAILABLE IN COLLEGE LIBRARY

Instructor Magazines

Various texts on Creative Play