

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: TEACHING METHODS IN CHILD CARE SETTINGS II

CODE NO.: ED 269-4 SEMESTER: THREE

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: KATHY NIELSEN

DATE: SEPTEMBER 1994

NEW: X REVISED:

APPROVED:

K. DeRosario
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

Sept '94
Date

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

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CODE NO.: ED 269

TOTAL CREDITS 4

PREREQUISITE(S) TEACHING METHODS I / SEMINAR I

COREQUISITE(S) FIELD WORK III

I. PHILOSOPHY/GOALS: THIS COURSE IS DESIGNED TO HELP STUDENTS DEVELOP AN UNDERSTANDING OF THE INTERDEPENDENCE OF HUMAN RELATIONS AND CURRICULUM CONTENT, AND TO HELP STUDENTS INTERNALIZE THE CONCEPT OF THE "WHOLE" IN THE LEARNING ENVIRONMENT. THE STUDENT WILL EXPLORE THE TEACHER'S ROLE IN FACILITATING CHILDREN'S LEARNING AND MEETING THEIR DEVELOPMENTAL NEEDS.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

UPON SUCCESSFUL COMPLETION OF THIS COURSE THE STUDENT WILL:

- 1) DEMONSTRATE AN UNDERSTANDING OF THE ABILITY TO WORK AS MEDIATOR BETWEEN THE CHILD AND LEARNING ENVIRONMENT
- 2) DESCRIBE THE PROFESSIONAL QUALITIES NECESSARY TO AN ECE TEACHER
- 3) DESIGN AND PRESENT CONCRETE LEARNING ACTIVITIES TO YOUNG CHILDREN.
- 4) DESCRIBE THE COMPONENTS OF AN ENVIRONMENT SUITABLE FOR CHILDREN.
- 5) BE ABLE TO LOCATE AND INTERPRET INFORMATION IN THE DAY NURSERIES ACT.
- 6) BE ABLE TO HELP YOUNG CHILDREN ESTABLISH SELF-DISCIPLINE AND SELF-CONTROL.
- 7) DEVELOP TECHNIQUES TO FOSTER CREATIVITY IN YOUNG CHILDREN.
- 8) IDENTIFY THE ROLE OF THE TEACHER IN CHILDREN'S LANGUAGE ACQUISITION AND THE SKILLS NECESSARY IN ASSISTING WITH THINKING AND REASONING.

III TOPICS WILL INCLUDE:

- 1) Fostering Social Development
- 2) Discipline and Guidance
- 3) Meaningful Work
- 4) Fostering Creativity
- 5) Language and Literacy Development
- 6) Thinking and Reasoning
- 7) Day Nurseries Act

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IV LEARNING ACTIVITIES/REQUIRED RESOURCES

- Topic/Unit** - Thinking and Reasoning
- Language and Literacy Development
- Meaningful Work
- Fostering Creativity

Learning Activities

Each student will present 2 different learning activities to small groups of children at placement. The presentation must be prearranged with the placement supervisor. The student will make 2 concrete learning devices and complete the attached form. Once the form is filled out, the student must submit to the course teacher for approval. The learning activity form must be signed by the placement supervisor/room teacher after implementation of the activity. The form and learning device are both to be submitted to the professor for marking.

Suggested topics

1. cooking and nutrition
2. science and nature
3. pre-math skills
4. language skills
5. sensory experiences (eg. sand, water, textures materials, olfactory stimuli)
6. cognitive games

Topics/unit - Day Nurseries Act

Learning Activities

Each student will select one section of the DNA. The student will prepare a summary of the section and be able to discuss with the class the intended meaning of Act as it applies to Day Nursery licensing.

- Topics/unit** - Thinking and Reasoning
- Language and Literacy
- Fostering Creativity

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Learning Activities

Picture File

This is a continuation from Semester TWO. An Additional 50 Pictures (minimum) must be collected and mounted. Ideas for use and detailed information will be written or typed on the back of each. Cross-referencing is important.

OR

Idea File

Also a continuation from Semester TWO. A minimum of 100 ideas will be expected, and to include cross-referencing. These are ideas that are suitable for all ages of children (infants to 12 years). Age suggestions should be included for convince.

- Topic/unit** - Social Skills
- Meaningful Work
- Language and Literacy Development
- Thinking and Reasoning
- Discipline and Guidance

Learning Activities

Choose 4 articles from " Annual Editions" and submit a typed summary of the paper. The submission criteria and list of articles are attached.

Resources:

Textbook: The Whole Child, 5 Ed., Joanne Hendrick, Maxwell Macmillan Publishing Co., Canada, Inc. 1992.

Handouts

Videotapes/films

Reference books (library)

Annual Editions ECE 93/94

Ideas file or Picture file

EVALUATION METHODS:

A	Learning Activities	
	#1 - Due October 14, 1994	- 10
	#2 - Due November 11, 1994	- 10

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B	Files	
	Picture or Idea File - Due November 25, 1994	- 10
C	Tests	
	Wednesday October 19, 1994	- 15
	Wednesday December 9, 1994	- 25
D	Articles	
	#1 - Due September 30, 1994	- 5
	#2 - Due October 21, 1994	- 5
	#3 - Due November 18, 1994	- 5
	#4 - Due December 16, 1994	- 5
E	Day Nurseries Act Summaries	
	Students schedule individual times	- 10
F	Attendance (BONUS) (to be calculated on the basis of classes attended)	- 5

PRIOR LEARNING ASSESSMENT:
NOT AVAILABLE AT THIS TIME

REQUIRED STUDENT RESOURCES

The Whole Child (5th Ed.) - Joanne Hendrick
Annual Editions Early Childhood Education 93/94
Reference books (ECE/Collage Library)
Old magazines/calenders (picture file)
Day Nurseries Act

Required Student Text

The Whole Child (5th Ed.) - Joanne Hendrick
Maxwell Macmillan Canada, Toronto

Annual Editions Early Childhood Education 93/94

Day Nurseries Act

Special Notes

Students with special needs(eg. Physical limitations,
visual impairments, learning impairments, learning disabilities)
are encouraged to discuss required accommodations confidentially
with the instructor

Your instructor reserves the right to modify the course as
he/she deems necessary to meet the needs of the students.

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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 prior to the test to make alternate arrangements (EXT.547)

ASSIGNMENTS

Are to be handed to the teacher on the due date. NA coupons will be honoured as per departmental policy. All assignments will be typed and stapled. Files will be exempt and may be hand ladled.

SYLLABUS

This is to be used as a general guide, Dates for projects or tests may be revised depending upon course content/flow and/or by mutual agreement of the student and course faculty.

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FORMAT GUIDELINES:

For each report, you should include the following items.

- a. a summary of the content including the key concepts and your examination of the strengths and weaknesses of the article.
- b. suitable applications of the article's concepts to your teaching situation.
- c. the title, article no., and page the article can be located on in " Annual Editions".

ANNUAL EDITIONS EARLY CHILDHOOD EDUCATION
93/94

- #14 Why Kids Are The Way They Are.
- #15 How Boys and Girls Learn Differently
- #18 A Child's Cognitive Perception of Death
- #21 How Schools Perpetuate Illiteracy
- #23 Single-Parent Families: How Bad for the Children?
- #31 Tests, Independence, and Whole Language
- #32 Tracking Progress Toward the School Readiness Goal
- #35 Preschool Classroom Environments That Promote Communication
- #43 The Tasks of Early Childhood: The Development of Self-Control-Part 11
- #45 How Much Time Is Needed for Play?
- #46 Serious Play in the Classroom
- #47 Learning Through Block Play
- #48 The Many Faces of Child Planning
- #50 The Values and Purposes of Human Movement

Instructor: K. Nielsen

Unit I - Fostering Social Development

Weeks 1 & 2

- A. Intro. to Course
 - Explanation of Assignments
 - Learning Activities - Prerequisites
- B. Establishing Self-discipline
- c. Aggression: What to Do About It?
- D. Readings: J.H. - Ch. 9 & 10
- E. Assignment: Sample Learning Activity
Due: due in class week of January 25/93

Week 3

- A. The Pleasure of Meaningful Work

Week 4

- A. Cross Cultural, Non-Sexist Education
Readings: J.H. - Ch. 12

UNIT II - FOSTERING CREATIVITY

Week 5

- A. Creativity by Means of Self-Expressive Materials
 - Definitions
 - Stages
- B. Readings: J.H. - Ch. 13

Week 6

- A. Creativity in Play
- B. Assessing Child Development - Checklists
- C. Readings: a) J.H. - Ch. 14

Week 7

- A. Fostering Creativity in Thought
- B. Readings: J.H. - Ch. 15

Instructor: K. Nielsen

UNIT III - COGNITIVE DEVELOPMENT

Week 8

- A. Fostering Language Skills
- B. The Learning Process
 - Information Processing
- C. Readings: J.H. - Ch. 16

Week 9

- A. The Emergence of Literacy
 - Planning for individual/group activities
- B. Forms of Questioning
- C. Readings: Handouts
 - J.H. - Ch. 17

Week 10

- A. Thinking and Reasoning Skills I
- C. Readings: J.H. - Ch. 18

Week 11

- A. Thinking and Reasoning Skills II
- B. Concept Formation and Perception
- C. Readings: J.H. - Ch. 19

UNIT IV - CURRICULUM AREAS

Week 12

- A. Expanding Learning Opportunities with Blocks
- B. Readings: Handouts

Week 13 & 14

- A. Sensory Experiences
- B. Math and science Experiences
- C. Cooking and Nutrition
- D. Readings: Handouts