

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: TEACHING METHODS I

CODE NO.: ED 140-4 SEMESTER: ONE

PROGRAM: EARLY CHILDHOOD EDUCATION

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APPROVED:

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Date

July 7/95

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

ED 140 Teaching Methods I

TOTAL CREDITS: FOUR
COREQUISITES: ED 110, ED 116

I. PHILOSOPHY/GOALS

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. Through theory and related practical experience, the student will develop a personal style of teaching and will practice skills in guiding the behaviour and learning of young children.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES)

Upon successful completion of this course the student will:

- 1) describe the personal qualities of an effective teacher of young children
- 2) outline the role of MCSSS and interpret sections of the Day Nurseries Act as they pertain to licensed child care settings.
- 3) distinguish between goals and objectives; discuss how to appropriately select evaluation tools for early childhood programs.
- 4) participate in four "Basic Skills Workshops" and implement some of the ideas learned in placement.
- 5) plan some developmentally appropriate activities and implement these in placement.
- 6) differentiate between four (4) early theories of play and describe how this knowledge is important in presenting activities to young children.
- 7) outline the components of a developmentally appropriate program for young children.
- 8) plan a developmentally appropriate schedule.
- 9) describe environmental components which foster development.
- 10) describe aspects of creativity which pertain, a) to development in the early years; and b) to the curriculum.
- 11) describe appropriate teaching techniques for dealing positively with children; for setting limits; and for extending and expanding the child's experiences.
- 12) outline the factors that affect group behaviour.
- 13) explain the emotional significance of routine times and suggest how to guide the child through these.
- 14) outline positive techniques of fostering mental and emotional health in young children.
- 15) describe appropriate methods of promoting child competency in social skills, and in developing inner controls.

ED 140 Teaching Methods I

II. TOPICS TO BE COVERED

1. Child Care Settings and the Role of ECE Educators
2. Personal qualities of an ECE Educator
3. Formulating Goals and Objectives
4. Components of Developmentally Appropriate Early Childhood Programs
5. Setting the Stage of a Well Managed Classroom
6. Planning the Physical Environment
7. Creative Development Through Curriculum
8. Promoting Competency and Self-Esteem
9. Promoting Social Skills

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

Topic/Unit # 1: Child Care Settings and the ECE's Role
2: Personal Qualities of an Effective Teacher

Learning Activities:

1. Outline course expectations and student responsibilities.
2. Understand the role of MCSS and legal requirements.
3. Describe various types of child care settings and identify the accompanying teacher roles and responsibilities.
4. Identify teacher behaviours which have an important influence on children.
5. Describe ethical ideals & principles in teaching young children.

Resources:

1. Text: Essa & Young, Chpt. 6
2. Course outline.
3. AECEO CODE OF ETHICS.
4. ANNUAL EDITIONS: #15 - How Families Are Changing, p. 75
5. Phye-Perkins, "Successful Teacher Behaviours"

ED 140 Teaching Methods I

In-Class/Assignments:

Individual:

1. "Favourite Teacher" characteristics - in class
2. Phyfe-Perkins comparison - individual in placement
DUE: **week after first placement block**
3. Compare your "favourite teacher list to the qualities discussed in Chapter 6: observe your Supervising Teacher in placement and describe how this teacher fits with the profile - in placement
DUE: **week after your first block placement**
4. Define ethics - in class
5. Complete the DNA questionnaire - in placement
DUE: **the week after first placement block**

Group:

1. Discuss ethics
2. Incorporating AECEO CODE OF ETHICS into every day
3. Questions, p. 168, #2 & #3
4. Distinction between "early childhood educator" and "caregiver"; roles types of programs
5. Describe the four (4) developmental stages through which a teacher progresses

Topic/Unit # 3: Formulating Goals and Objectives

Learning Activities:

1. Describe a goal: discuss its purpose and form.
2. Define an objective: describe the four (4) variations of objectives.
3. Discuss the components of evaluation: state the three (3) types of observations and discuss the related characteristics, techniques and interpretations of observations.
4. Explain the concerns regarding the use of standardized tests.

Resources:

1. Text: Essa & Young, Chpt 7
2. related chapters in Seminar I text
3. ANNUAL EDITIONS: #11 - Developmentally Appropriate TV, p. 56

In-Class/Assignments:

Individual:

1. Obtain a copy of your placement's daily schedule
DUE: **next week**
2. Complete the "Transitions Checklist" - in placement
DUE: **next week**

ED 140 Teaching Methods I

Group:

1. After reviewing the text, and specifically referring to the chart on p. 172, discuss the differences between goals and objectives.
2. Discuss the three (3) types of objectives. When are each of these used and what is the advantage of making such a distinction?
3. Analyze the two observations in the box "A Closer Look", according to criteria discussed for inappropriate and appropriate observation techniques.
Submit responses by next week.

Topic/Unit # 4: **Program Components and Guidelines for Program Planning**
 # 5: **Setting the Stage of a Well-Managed Classroom**

Learning Activities:

1. Discuss theories of play.
2. Explain the purpose of play and of a play-based curriculum.
3. Describe how developmentally appropriate practice is achieved.
4. Outline the nine (9) guidelines for program planning.
5. Outline the elements and content of an ideal curriculum.
6. Describe the four (4) factors that affect group behaviour and also discuss four (4) aspects of group guidance in the daily routine.
7. Explain how to positively guide children through routine times.

Resources:

1. Essa & Young, Chpt 8 & Chpt 15
2. Preschool Appropriate Practices, Chpt 1 & 2
3. Transitions Checklist
4. Placement Schedule
5. VIDEO: Quality Environments

Assignments/Group Activities:

Individual/Group:

1. After having viewed the video, using your placement schedule and your completed transitions checklist, answer the questions for chapter 8 and chapter 15. Discuss your responses within your assigned group.
Submit responses by the next week.

Topic/Unit # 6: **Planning the Physical Environment**

Learning Activities:

1. Describe the effect of the physical environment on children and teachers.
2. Explain four (4) features used to arrange the environment in order to support the development of young children.

ED 140 Teaching Methods I

3. Describe how to adapt the physical setting in order to meet the requirements of children with special needs.
4. Explain how to choose developmentally appropriate equipment and materials for use in early childhood programs.
5. Examine your field placement setting and explain how it meets DNA requirements (both indoors and outdoors).

Resources:

1. Essa & Young, Chpt 9
2. Preschool Appropriate Practices, Chpt 1
3. Day Nurseries Act
4. Film: "Outdoor Play"
5. Questionnaire re: DNA
6. Catalogues of Early Childhood Materials

Handouts:

1. Curriculum Areas
2. Teaching Children As They Play

Assignments/Group Activities:

Individual:

1. DNA questionnaire, completed in placement
2. Think about a place where you enjoy spending time. What is it about this place that makes it enjoyable? What are its appealing features? Is it because this place is relaxing and soothing; stimulating and exciting; comfortable and homey; colourful and bright? Now describe a place that you do not particularly like, and consider why it is unappealing to you. Is it boring, messy, stark, disorganized, dark, or uninviting? Think about spending all day in each of these places. What feelings and attitudes does this evoke? Draw some conclusions about how and why the environment affects you.
3. Observe the children at your placement in the outdoor play space (or in the gym or gross-motor area). What kinds of activities are the children involved in? Which developmental needs are being met? What changes would you make? Suggest one piece of fixed equipment and one piece of moveable equipment for this space. Justify your suggestions.

Group:

1. Compare your responses to #2 above with members in your group. Describe how your placement environment affects you.
2. Compare your answers to the DNA questionnaire with those of the other group members.
3. Make a list of features in your placement's physical environment which are designed to facilitate the following a) independence, b) following the classroom rules, c) sharing, d) responsibility, and e) safety

ED 140

Teaching Methods I

4. Consider how program factors might affect learning centres: size of facility, type of program, number of children, characteristics and needs of children, teachers' interests and talents. How do you decide which learning centres to incorporate if space limits the number which can be included? Which learning centres should be considered essential and which ones can be incorporated in some other way? How can you incorporate activities (eg. cooking, woodworking, science, math) in the curriculum if there is not a discrete learning centre available for that item?
5. Select two large pieces of equipment from a catalogue. Describe them or draw a picture. Assess these according to the "Criteria for Selecting Equipment" in the text. Choose two kinds of materials and complete the same activity using the "Criteria for Selecting Materials".

Topic/Unit # 7: Creative Development Through the Curriculum

Learning Activities:

1. Define creativity and distinguish between convergent and divergent activities.
2. Describe appropriate attitudes and environments that foster creativity.
3. Discuss theoretical perspectives regarding the development of children's art.
4. Explain the four (4) components of helping children develop aesthetic appreciation.
5. Outline the factors that decrease creativity, and in particular, four rules that help assure the positive values of TV.

Resources:

1. Essa and Young, Chpt 10
2. Preschool Appropriate Practices, Chpt. 8, 9, 11

Handouts:

1. Art Stages Observation Form
2. "Color Book Craze"

Assignments/Group Activities:

Individual:

1. Art Stages Observation - in placement
2. Carefully examine the available materials in your placement. On a piece of paper divided into two columns, write down as many open-ended (divergent) and single-purpose materials as you can see.
3. In 3 minutes, write down as many uses as you can think of for a brick. Draw as many items as you can on the page covered with squares (form supplied).

Group:

1. Share your response sheets from #2 above in your group. Which column is longer? What are the implications of availability of the two types of materials and the ratio of open-ended to convergent ones?
2. Discuss your responses to #3 above. Which task was easier for you? Can you explain why? Explain how "fluency" helps to define creativity.
3. Discuss the anecdote related to this Chapter's "A Closer Look". What elements of creativity do the students see in this story? How did the teacher foster creative thinking and problem solving? How does this anecdote illustrate the interconnectedness of creativity and learning? Describe any similar experiences you might have had in which you were encouraged to creatively pursue an idea.
4. Most early childhood educators consider colouring books inappropriate, inhibiting creativity. Yet, colouring books and dittoes are widely used in programs and are often purchased by parents for their children. Discuss the pros and cons of colouring books and dittoes, in light of their effect on creative expression.

V. EVALUATION METHODS:

1. Group Discussions/Independent Activities	25%
2. Tests (2 X 15%)	30%
3. Annual Editions Reviews (5)	5%
4. Basic Skills Workshops (4)	20%
Follow-up Activity Plans (4)	5%
5. Resource Kits (3 X 5%)	15%
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	100%

COLLEGE GRADING POLICY:

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

Description of Assignments:

1. **Group Discussions/Independent Activities: 25%**

Students will engage in a collaborative learning approach during portions of class time and also carry out independent/group activities, in order to achieve course learning outcomes. The professor will act as a facilitator throughout. Group activities and independent assignments are specifically outlined in the syllabus.

IN-CLASS ACTIVITIES WILL BE SUBMITTED AT THE END OF EACH CLASS, SO THEY CAN BE GRADED.

IN-PLACEMENT ACTIVITIES WILL BE SUBMITTED THE WEEK FOLLOWING THE ASSIGNED DAY: STUDENTS WILL BE PREPARED WITH THE COMPLETED MATERIAL/OBSERVATION (AND HAVING COMPLETED THE ASSIGNED READINGS) IN ORDER TO PARTICIPATE IN THE NEXT WEEK'S DISCUSSION AND GROUP ACTIVITIES.

ED 140 Teaching Methods I

2. Tests: 30% (2 X 15%)

Each test is to be completed on the day of the test unless prior arrangements have been made. If a student is not able to be present for the test, she/he must call and leave a voice-mail message prior to the time of the test, in order for alternate arrangements to be made. (call Ext. 548).

3. Annual Editions: 5%

CHOOSE five (5) of the following articles from the Early Childhood Education Annual Editions. Complete a summary review form (available in the wooden cubicles outside the offices) and SUBMIT ONE PER MONTH, plus one additional article summary (for a total of 5). Articles submitted past the time frame mentioned will not be graded (NQAs will be accepted, however, the student must first consider the "value of the article review".

Annual Editions Titles:

- #11 Developmentally Appropriate TV, p. 56
- #12 Crisis of the Absent Father, p. 63
- #13 How Much Am I Worth? p. 67
- #15 How Families Are Changing, p. 75
- #16 Keeping Kids Healthy in Child Care, p. 123
- #28 Encouraging Positive Social Development, p. 148
- #34 The Creative Art Process, p. 188
- #35 Thoughts on Technology, p. 193
- #36 All About Me, p. 199
- #38 Early Childhood Physical Ed., p. 208

4. Basic Skills Workshops:

Students will attend four (4) evening workshops over the semester, instead of four (4) daytime classes. Community teachers will lead these workshops, designed to provide the students will be expected to apply some of the knowledge gained by planning and implementing an activity in their placement. Plans must first be approved by the course teacher. This activity must take place within the month following the workshop and the description of the completed activity submitted prior to the next workshop (dates TBA). Students will be tested on workshop information.

5. Resource Kits:

Students will plan three (3) complete kits around a particular theme or idea (eg. "buttons", or "bats"). The kit would include research information, pictures (mounted on construction paper), storybooks, props, ideas for art, and learning activities. Sample kits for demonstration will be presented to the class.

VI. PRIOR LEARNING ASSESSMENT:

Not Yet Available

VII. REQUIRED STUDENT RESOURCES:

1. Introduction to Early Childhood Education, E. Essa & R. Young, 1st Canadian Ed., Nelson, 1994
2. Early Childhood Education, Annual Editions, 95/96, 16th ED. Dushkin.
3. Day Nurseries Act, Revised Statutes of Ontario; Queen's Park, ON, March 1993
4. Developmentally Appropriate Practices
5. Preschool Appropriate Practices, J.J. Beatty, HBJ, 1992

VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

A resource list is posted on the student bulletin board. Many resource books for student use are available in faculty offices. Journals and professional newsletters are also available.

IX. SPECIAL NEEDS NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing 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 students.

ED 140 - CHAPTER 6

STUDENT(S): _____ DATE: _____

1. Below is a list of the characteristics describing my favourite teacher:

2. (p. 168, #2)
What are the advantages of a team-teaching approach? What are the disadvantages? Compare this approach with the one used in the setting where you did your 16-hour visitation.

3. Define ethics: How can the AECEO CODE OF ETHICS be incorporated into daily life?

4. (p. 168, #3)
What are the advantages of belonging to a professional Early Childhood Education Organization? Review several issues of professional journals and make a list of what organizations such as the CCf, CCAA, NAEYC, and AECEO have to offer.

ED 140 - CHAPTER 7

STUDENT(S): _____ DATE: _____

REFER TO CHART: PAGE 172

1. Describe the differences between goals and objectives in your own words.

2. Make a list of eight (8) goals (each person contributes equally).

3. In your own words distinguish between the three (3) types of objectives. When are each of these used, and what is the advantage of making such a distinction?

4. Formulate two (2) samples for each type of objective: (each person to contribute equally)

1. Exchange information about the daily schedule at your current placement. Make a list of ~~showing of more and activities that are available during the day in a way which may~~ think more teacher control is important?
2. What are the most popular types of activities? What activities, from among those listed in the chapter, are absent or rarely seen/done at your placement? How well do group activities seem to be planned? Is the timing appropriate? Does the program seem developmentally appropriate by taking into account the needs of the children? Does it provide the kind of balance discussed in this chapter?
3. Discuss why a play-based approach is important and how it can be implemented.
4. Cleanup time is an important, though often neglected, part of the schedule. Describe how this routine is dealt with at your centre. What strategies does the teacher use to encourage participation, and what learning opportunities does cleanup time offer for the children. What strategies does the teacher use for other transitions? Do these strategies reflect a sense of preparedness and forethought? Do the transitions go smoothly or are there problems? How could these transitions be improved?
5. Plan two variations to your placement's schedule with "time of year" in mind, i.e. how could you make a change for winter days and one for summer days? Justify your suggestions.