

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

COURSE OUTLINE

COURSE TITLE: THE LEARNING ENVIRONMENT

CODE NO.: ED 253 SEMESTER: 1996 F

PROGRAM: TEACHER ASSISTANT

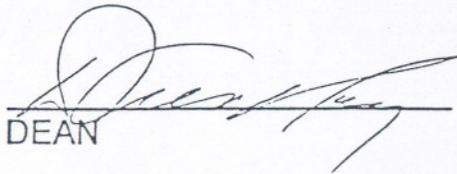
INSTRUCTOR: SANDI MILLS

DATE: SEPTEMBER 1996 PREVIOUS OUTLINE DATED: -----

APPROVED:

DEAN

DATE



Jan 14/97

TOTAL CREDITS - 3

PREREQUISITE(S): None

I. 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.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course, the student will:

1. describe the essential components of an integrated learning environment.
2. analyze and plan for a stimulating physical learning environment.
3. outline and apply for techniques /strategies involved in cooperative learning.
4. outline the values of play and creative thinking.
5. design learning activities using various media, e.g. music, movement, drama, poetry and literature.
6. explain the process of the whole language program.
7. explore the use of manipulatives in teaching mathematics.
8. explore the discovery approach to science.
9. examine health and guidance programs.

III. TOPICS TO BE COVERED:

1. Positive Learning Environments
2. Elements of Cooperative Learning and other learning strategies
3. Components of the Physical Learning Environment
4. Play and Creativity
5. Group Presentations on Current Educational Topics

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES:

Facilitation of the course material will be conducted through sessions on theory, practical applications of the material presented, cooperative learning groups, student projects and presentations. Attendance and participation are an essential element in this process.

Topic/Unit 1: Introduction to the Learning Environment

Learning Activities:

1. review course outlines
2. review course requirements
3. What is a Positive Learning Environment?
4. Features of the Classroom Setting

Topic/Unit 2: Elements of Cooperative Learning and Other Learning Strategies

Learning Activities:

1. Comparisons of Competitive, Individualistic and Cooperative Learning
2. Elements of Cooperative Learning Groups
3. Behavioural Styles - determining your behavioural style
4. Forming Cooperative Learning Groups for group assignment

Topic/Unit 3: Components of the Physical Learning Environment

Learning Activities:

1. Essential components of the Physical Learning Environment
2. Designing and Analyzing Physical Learning Environments
3. Assignment - evaluation of Classroom Physical Environment

Topic/Unit 4: Play and Creativity

Learning Activities:

1. The Dimensions and Values of Play
2. What is Creativity?
3. Developing a Creative Learning Environment
4. Creative Problem Solving Techniques and Activities

Topic/Unit 5: Group Presentations on Current Educational Topics

Learning Activities:

1. Each cooperative learning group will present on the topic that they have been developing over the semester

V. EVALUATION:

1. Evaluation of Classroom Physical Environment **10%**
Each student will evaluate the physical classroom environment at his/her placement.
2. Three Hands-On Learning Activities
(10 marks each + 10 presentation) **40%**
Each student will present to the class three activities, chosen from art, math, science, language, music, health or guidance.
3. Group Presentation (30 marks) **30%**
Each group will present to the class information on a current educational topic that they have researched. Topic choice to be cleared with the instructor.
4. Test **20% of final grade**

College Grading Policy

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

VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor or P.L.A. Coordinator.

VII. REQUIRED STUDENT RESOURCES

Students will be expected to access information from their placement schools, the College Library and Public Libraries.

VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

Instructor Magazines
Teaching PreK-8, The Professional Magazine for Teachers
Education Today
Educational Leadership

IX. SPECIAL NOTES:

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.