

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: MULTICULTURAL PERSPECTIVES IN
CHILD CARE SETTINGS

COURSE CODE: ED 264 SEMESTER: THREE

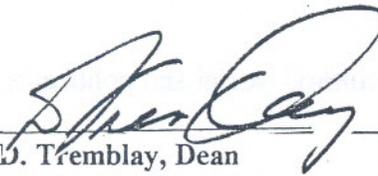
PROGRAM: EARLY CHILDHOOD EDUCATION

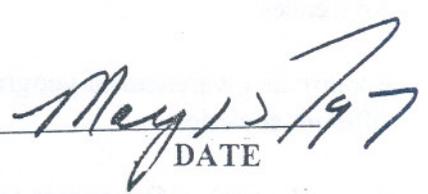
AUTHOR: KATHY NIELSEN

DATE: SEPTEMBER 1997

PREVIOUS OUTLINE DATED: SEPTEMBER 1996

APPROVED:


D. Tremblay, Dean
Health, Human Sciences and
Teacher Education


DATE

TOTAL CREDITS: 3

PREREQUISITES: None

LENGTH OF COURSE: 16 weeks

MULTICULTURAL PERSPECTIVES in Child Care Settings ED 264

Kathy Nielsen

Prerequisite: none

Total Credits: 3

I. COURSE DESCRIPTION

Using the humanistic and anti-bias approach, this course explores the role of multiculturalism within the educational process. Emphasis will be placed on an awareness of the cultural components of Canadian groups and the diversity within. In order to increase knowledge, teachers must be aware of resources, services and materials appropriate for multicultural education.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individual children
2. Develop the knowledge and skills necessary to appreciate and adjust to cultural differences
3. Acquire an awareness of geographical, cultural, social and political aspects of many different societies.

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course the student will demonstrate the ability to:

1. **Act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individuals**

Potential Elements of the performance:

- ◆ recognize and express the value of diversity and commonality that exists among individuals

- ◆ promote an environment of mutual respect
- ◆ plan curriculum and develop programs that are responsive to the social and cultural needs of individual children and groups of children
- ◆ suggest intervention methods for promoting sensitivity to cultural and anti bias issues
- ◆ develop the knowledge and skills necessary to appreciate and adjust to cultural differences.

2. Develop the knowledge and skills necessary to appreciate and adjust to cultural differences

Potential Elements of the performance:

- ◆ reflect on personal biases
- ◆ complete readings and assignments
- ◆ discuss and analyse issues of bias and diversity
- ◆ participate in and critique the simulation of another culture

3. Acquire an awareness of geographical, cultural, social and political aspects of many different societies

Potential Elements of the performance:

- ◆ using relevant resources, research and present a particular culture and present findings to class
- ◆ examine various educational approaches through multi-media

III TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

Canada's Multicultural History
Bias, Prejudice and Discrimination
Teacher's Role
Adaptation and Integration
Multiculturalism in E.C.E.
Government Services, Programmes, Materials and Resources

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Text:

1. The Affective Curriculum - Teaching the Anti-Bias Approach to Young Children-
Nadia Saderman Hall/Valerie Rhomberg/ 1995 Nelson Canada
2. Annual Editions E.C. E. 94/95 or 96/97 Karen Menke Paciorek, Dushkin

V. EVALUATION PROCESS/GRADING SYSTEM

Projects and Assignments	20%
Articles	15%
Seminar Presentation/Research Application	20%
Test(s)	15%
Cultural Simulation Experience and Report	20%
Class Attendance	10%

This is a “process” course, and class participation is crucial.

METHOD OF ASSESSMENT (GRADING METHOD)

A+ - Consistently outstanding performance	90-100%
A - Outstanding achievement	80-89%
B - Consistently above average achievement	70-79%
C - Satisfactory or acceptable achievement in all areas subject to assessment	60-69%

R - Repeat -- The student has not achieved the objectives of the course and the course must be repeated

VI. SPECIAL NOTES:

Special Needs

If you are a student with special needs (eg. Physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1203, Ext 493, 717,491 so that support services can be arranged for you.

Retention of Course Outlines

it is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

VII. PRIOR LEARNING ASSESSMENT

Not yet available

LEARNING ACTIVITIES

In order to develop an understanding of yourself as a teacher of young children, in-class exercises and projects will be assigned as a way of examining bias, prejudice and discrimination.

Using "Annual Editions" or current articles, choose 3 readings dealing with Multicultural issues in E.C.E. (Format attached).

A cultural simulation will be experienced as a class (date and time to be discussed later). Each student will prepare a typed report critiquing the experience. (Students unable to attend this simulation **need to see the professor for personalized alternative assignment**. The responsibility to discuss this with the professor belongs to the student)

Seminar/Research presentations will be presented in class (along with class summary sheet to be handed out on assigned date.) The seminar will be a thorough research of a culture of your choice, presenting it in a preschool curriculum format. A typed copy will be given to the professor for marking.

Tests on in-class material (dates announced in class).

