

Teaching Methods I, ED 140-4

TOTAL CREDITS: FOUR

PREREQUISITE(S): HSC 100 ; 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 is emphasized. The focus is on obtaining and using developmentally appropriate practices which are geared to the young child's individual needs, within the context of the group, in the child care setting. Through theory and related practical skills in guiding the behaviour and promoting the learning of young children.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course the student will:

1. Describe the role of MCSSS and interpret sections of the Day Nurseries Act as they pertain to child care settings.
2. Explain a developmental approach to educating young children.
3. Describe environmental components which foster development.
4. Describe appropriate teaching techniques for dealing positively with children; for setting limits; and for extending and expanding the child's experiences.
5. Record and interpret observations of child and teacher behaviours.
6. Outline positive techniques of fostering mental and emotional health in young children.
7. Describe appropriate methods of promoting child competency in social skills and in developing inner controls.

III. TOPICS TO BE COVERED:

1. Child Care Settings and the Role of the EC Educator.
2. A Collaborative Developmental Approach to Child Care.
3. Techniques for Handling Routines and Transitions.
4. Planning the Environment for Physical Enhancement.
5. Fostering Mental and Emotional Health.
6. Promoting Competency and Self-Esteem.
7. Promoting Social Skills.
8. Helping to Establish Inner Controls

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IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

Topic/Unit #1 - Child Care Settings and the Teacher Role

Learning Activities:

1. Review course expectations and assignments.
2. Brainstorm idea file categories.
3. Develop a sense of child care historically.
4. Outline the role of MCSS and DNA Legislation.
5. Describe various types of child care settings and the role of the teacher in each.
6. Identify common teacher behaviours and their impact of children.
7. Describe ethical ideals & principles in teaching children.

In-Class/Assignments:

1. "Favourite Teacher" characteristics.
2. Define ethics.
3. Reverse ethics list.
4. Phyfe-Perkins comparison.
5. AE #1: "What Good Pre-K's", p. 114.

Resources:

1. Course outline.
2. Sample idea files.
3. Hendrick, ch. 1.
4. Phyfe-Perkins, "Successful Teacher Behaviours", p. 10.
5. Hendrick, Appendix A, pp. 581-586.
6. Intro to Student Teaching, Practicum Guide, pp. 265-275.
7. AECEO CODE OF ETHICS.

Topic/Unit #2 - The Developmental Approach

Learning Activities:

1. Differentiate between inter-individual and intra-individual differences.
2. Describe the developmental approach and the significance of the developmental ladder.
3. Outline Piagetian philosophy.
4. Determine curriculum areas and potential learning centres and describe the role of the Teacher in each.
5. Describe recommended admission procedures for the "new child".

In-Class/Assignments:

1. List of Statements to be used in curriculum areas.
2. Transitions checklist, assignment for next class.
3. Daily schedule from placement.
4. Curriculum areas Activity Plan.
5. AE #2: "Don't Leave Me", p. 91

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Resources:

1. Hendrick, ch. 2.
2. Handouts, Curriculum areas: Teaching Children as They Play.
3. Film, Starting Nursery School: A Pattern for Beginnings.

Topic/Unit #3 - Techniques for Routines & Transitions

Learning Activities:

1. Discuss principles of developing effective routines.
2. Describe elements of a good schedule: recommended changes to ones placement schedule.
3. Delineate the balance between conformity to group procedures and adjustment to individual needs.
4. Describe effective transition techniques.
5. Discuss ways of promoting compliance.

In-Class/Assignments:

1. Routines & transition methods in placements.
2. Observe curriculum areas from the child's point of view assignment.
3. Pictorial sketch of placement outlining traffic flow. Recommendations for change, observation to bring to next class.
4. AE #3: "Managing the EC Classroom", p. 186.

Resources:

1. Hendrick, ch. 3.
2. Placement's daily schedule: transition checklist.
3. Creative Expression & Play, ch. 6.
4. Handout: The New Child.

Topic/Unit #4 - Planning the Environment

Learning Activities:

1. Describe the value of good physical health and the Teacher's role in promoting and monitoring physical states.
2. Examine the effects of indoor space and "traffic flow".
3. Discuss the value of outdoor physical activities.
4. Determine developmentally appropriate perceptual-motor activities.
5. Describe ways of promoting self-expression.
6. Examine the value and processes of sensory experiences.

In-Class/Assignments:

1. AE #4: "The Creative Art Process", p. 199.
2. Perceptual-motor Activity Plan assignment.
3. Gross-motor Activity Plan assignment.
4. Observe:
 - a) indoor physical space related to DNA requirements
 - b) outdoor physical space for DNA requirement; suggest two new large pieces of stationary or moveable equipment for your playground (or for your previous placement if your current one does not have a playground).
5. Creative Art Activity Plan assignment.

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Resources:

1. Hendrick, ch. 4.
2. Handouts: How to Talk to a Scribbler; When Pelicans Kiss; Color Book Craze; several re: Physical Environment; Table Toys.
3. Creative Expression & Play, ch. 6.
4. Hendrick Appendix C, pp. 599 & 560.
5. Film: Outdoor Play.

Topic/Unit #5 - Fostering Mental & Emotional Health

Learning Activities:

1. Link Erikson's stages of emotional development to practical teaching behaviours.
2. Identify and describe children's emotional states.
3. Identify and describe one's own feelings in difficult/stressful situations.
4. Examine techniques of helping children put feelings into words.

In-Class/Assignments:

1. Feelings Color Wheel.
2. Role-plays.
3. AE #5: "All About Me", p.91.
4. Emotional States Observation.

Resources:

1. Hendrick, ch. 5.
2. Handouts.
3. Video.

Topic/Unit #6 - Promoting Competency

Learning Activities:

1. Differentiate between intrinsic and extrinsic rewards.
2. Describe teaching practices which reduce/promote self-esteem.

In-Class/Assignments:

1. List of sayings: a) which promote confidence
b) which demean children
2. Self-esteem Observation assignment.
3. AE #6: "When Parents", p. 52.

Resources:

1. Hendrick, ch. 6.
2. Handouts.

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Topic/Unit #7 - Crisis Management

Learning Activities:

1. Identify common crisis likely to affect young children.
2. Outline basic principles of crisis management.
3. Analyze one's own feelings/values related to a variety of emotional situations.

In-Class/Assignments:

1. Values-clarification.
2. AE #7: "Crisis of Absent Father", p. 49.
3. "Crisis" Activity Plan assignment.

Resources:

1. Hendrick, ch. 7.
2. Handouts: Hospitalization.
3. AE p. 85: Separation & Divorce

Topic/Unit #8 - Learning Social Skills

Learning Activities:

1. Outline skills necessary for social competence.
2. Define altruism and describe altruistic behaviour.
3. Discuss ways of developing positive social interactions.

In-Class/Assignments:

1. Role Plays.
2. Social skills observations.
3. AE #8: "Little Big People", p. 81.

Resources:

1. Video.
2. Hendrick, ch. 8.
3. Hendrick, Appendix C, p. 604.

Topic/Unit #9 - Establishing Self-Control

Learning Activities:

1. Examine underlying reasons for behaviour.
2. Distinguish between direct and indirect guidance techniques.
3. Describe the "Time Out" process as a measure for discipline.

In-Class/Assignments:

1. Guidance Observation assignment.
2. AE #9: "A Positive Approach to Discipline", p. 162.

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Resources:

1. Hendrick, ch. 9.
2. Handouts.
3. Video.

Topic/Unit #10 - Channeling Aggression

Learning Activities:

1. Differentiate between dominion play and aggressive play.
2. Differentiate between assertion and aggression and relate to developmental stages.
3. Examine aggressive behaviours in ourselves.
4. Outline coping behaviours suitable for dealing with frustration and methods of fostering expression of feelings.

In-Class/Assignments:

1. Aggression Observation assignment.
2. AE #10: "TV Kids", p. 40.

Resources:

1. Hendricks, ch. 10.
2. Handouts.
3. Video.

V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)

1. In-Class Participation/Projects	20%
2. Observations, CHOOSE 6	20%
3. Activity Plans, COMPLETE 5	5%
4. Tests: mid-term - FEBRUARY 21	15%
final - APRIL 18	20%
5. Idea File, DUE: MARCH 28	10%
6. Activity Plan/Research file, DUE: MARCH 21	5%
7. Annual Editions, CHOOSE 5	5%
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	100%

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DESCRIPTION OF ASSIGNMENTS

A number of projects will be completed by students in order to enhance theoretical ideas. Students can **CHOOSE TO COMPLETE 6** OF THE ASTERISKED observations below. The remainder are required activities to be completed in class or as assigned.

ACTIVITY	DUE DATE
a. Favourite Teacher Characteristics	Jan. 9
b. Reverse Ethics List	Jan. 10
c. * Phyfe-Perkins Comparison	Jan. 23
d. Curriculum Areas Statements	Jan. 30
e. * Transitions Checklist	Jan. 23
f. * Child's Point of View	Jan. 30
g. * Traffic Flow Observation	Jan. 30
h. Curriculum Areas Activity Plan	Feb. 6
i. * Indoor Physical Space Observation	Feb. 6
j. * Outdoor Physical Space Observation	Feb. 6
k. Perceptual/fine-motor Activity Plan	Feb. 13
l. Gross Motor Activity Plan	Feb. 20
m. * Emotional States Observation	Feb. 13
n. * Self-esteem Observation	Feb. 20
o. Crisis Activity Plan	Mar. 6
p. Values Clarification Exercise	Feb. 27
q. * Social Skills Observation	Mar. 20
r. * Guidance Observation	Mar. 27
s. * Aggression Observation	Apr. 3

1. **In-Class - 20%**
Students will participate in class discussions and projects related to the weekly topics. Observation assignments will be completed the week before in the student's placement in order to give him/her a practical focus to the related class discussion.
2. **Observations - 20%**
From the above list of observation (with *), students will **CHOOSE 6** to complete. Students may choose to do any number of additional observations for Bonus marks, however, in order to count these **MUST BE SUBMITTED BY THE DUE DATE INDICATED. NO NQA'S ALLOWED!** The relevant forms describing these observations will be provided.
3. **Activity Plans - 5%: For each planned activity, the research on the related concepts must be attached!**
 - a) Curriculum Area: Observe in your placement for the activity area which is the least popular, ie. used the least. Design a novel activity which would draw the children to this area and possibly promote sustained interest in the area. Try this activity out in your placement and describe the results for a bonus of 2%.

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- b) Perceptual/Fine-motor: Complete a plan for an activity which will promote fine-motor skills in the young child. Plan this based on a variation of a construction, re-construction, etc. activity as described in the handout, "Table Toys". Also refer to Hendrick, p. 94 and Appendix C.
- c) Gross Motor: Plan an activity which will promote gross-motor skills in a child or group of children. Focus on a particular skill area (eg. balance, locomotion, projectile management, etc. as described in Hendrick pp. 95-97 and Appendix C. Complete the activity in your placement and record the results for a bonus of 2%.
- d) Crisis Activity Plan: In order to assist a child/the group to understand and deal with stressful and emotional situations, the teacher must be prepared to promote relevant discussions. Complete an activity plan or a circle plan for the situation such as: an absent father, hospitalization, divorce, death of a family member. Refer to handouts and Hendrick, ch. 7.
- e) Creativity Activity Plan: Design an activity which will develop the child's creative abilities (NOT an art activity!). Try this out in your placement and describe the results, for an additional 2%.

4. Tests - 20%

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, he/she must call and leave a voice-mail message prior to the time of the test in order for alternate arrangements to be made. The Human Sciences & Teacher Ed. Testing Policy applies.

5. Idea File - 10%

Students will develop a resource idea file which will include categories of ideas for use in the child care setting. Potential categories will be brainstormed in class. The grading scheme for the file is attached. Students are encouraged to try out the ideas in placement. Age references must be identified for each activity idea. A minimum of 20 categories will be expected, with a minimum of 5 ideas per category.

6. Activity Plan/Research File - 5%

Related to the idea file, students will begin to develop research information which will assist them in planning activities to be presented to children. The 5 Activity Plans and research information for this course will begin this file and 5 more plans with research attached are required (not plans for creative expression course!)

7. Annual Editions - 5%

Students will choose 5 of the following articles and complete the forms supplied by the due date.

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|--------------------------------------|---------|
| 1. What Good Pre-K's, p. 114 | Jan. 17 |
| 2. Don't Leave Me, p. 91 | Jan. 24 |
| 3. Managing the EC Classroom, p. 186 | Jan. 31 |
| 4. The Creative Art Process, p. 199 | Feb. 7 |
| 5. All About Me, p. 212 | Feb. 14 |
| 6. When Parents, p. 52 | Feb. 21 |
| 7. Crisis of Absent Father, p. 49 | Feb. 28 |
| 8. Little Big People, p. 81 | Mar. 7 |
| 9. A Positive Approach, p. 162 | Mar. 28 |
| 10. TV Kids, p. 40 | Apr. 4 |

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VI. PRIOR LEARNING ASSESSMENT:

NOT AVAILABLE AT THIS TIME.

VII. REQUIRED STUDENT RESOURCES:

1. Hendrick, Joanne. The Whole Child. Merrill Publ., N.Y. 1992.
2. Early Childhood Education, Annual Editions, 94/95, 15th ed., Dushkin Publ. Group Inc.
3. Day Nurseries Act, Revised Statutes of Ontario, 1990, Queen's Park On., March 1993.

RELATED TEXTS:

1. Creative Expression & Play in Early Childhood Curriculum.
2. Student Teaching: Early Childhood Practicum Guide, Machado, Botnarescue, Delmar, 1993.

VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

IX. SPECIAL NOTES

1. Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.
2. Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.
3. Late assignments must be submitted with the required NQA coupons or the student will be assigned a grade of zero.
4. The course professor has posted office hours to provide support to students in need of assistance with course work or in finding resources. An appointment can also be made by calling Bev at 759-2554, ext. 548.
5. The student must keep up with readings in order to participate in class discussions and complete related projects.
6. It is recommended that the student answer the review questions at the end of each chapter in order to consolidate learning.
7. For in-class assignments, students should come prepared with the necessary material in writing and hand it in at the end of the class. Some projects assigned will need to be done in the field placement setting, the week before the in-class discussion.

IDEA FILE

STUDENT: _____

DATE: _____

ITEM	TOTAL POSSIBLE MARKS	STUDENT'S MARK
Container	1	
Dividers (labelled, easy to read)	1	
Categories (well thought out, subdivided if necessary)	2	
Order (alphabetical)	1	
Quantity	1	
Content (quality, age-appropriate)	2	
Artfulness (appearance, cutting & pasting)	1	
Variety	1	
TOTAL	10	

GRADE RECORD

SAULT COLLEGE ECE PROGRAM

WINTER 1995
BEV BROWNING
ED 140: TEACHING METHODS

ASSIGNMENT		GRADE	ACCUMULATED GRADE
1. In-class projects		/20%	/20%
2. Observations:	1) 2) 3) 4) 5) 6)	/20%	/40%
3. Activity Plans	1) Curriculum 2) Fine-motor 3) Gross-motor 4) Creativity 5) Crisis	/5%	/45%
4. Tests:	mid-term final	/15% /20%	/60% /80%
5. Idea File		/10%	/90%
6. Activity/Research File		/5%	/95%
7. Annual Editions		/5%	/100%