

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

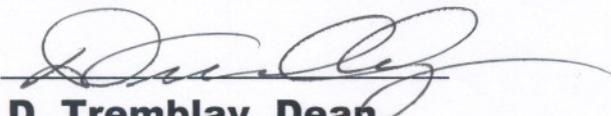
**Course Title:** Teaching Methods II – see page on Web-CT

**Code No.:** ED 269-4      **Semester:** Two

**Program:** EARLY CHILDHOOD EDUCATION

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**Date:** Jan '99      **Previous Outline Date:** Jan '98

**Approved:**   
D. Tremblay, Dean  
Health, Human Sciences and Teacher Ed.

**Date:** Dec 17/98

**Total Credits:** FOUR      **Prerequisite(s):** ED 108, 115, 140

**Corequisites:** ED 110, 116

**Length of Course:**      **Total Credit Hours:** 64 HRS

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## ED 269- TEACHING METHODS IN CHILD CARE SETTINGS II

TOTAL CREDITS: FOUR

PREREQUISITES: ED 108, 115, 140

COREQUISITES: ED 110, ED 116

### I. COURSE DESCRIPTION:

This course is a continuation of Teaching Methods I. It expands on the role of the teacher as mediator between the child and the learning environment. The student will explore the teacher's role in facilitating children's learning and in meeting their developmental needs through positive teaching behaviours and facilitative techniques. Developmental theories will be applied to program areas. A Web-based format will be used for some assignments and for course notes.

### II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

#### 1. **Determine The Features Of A Quality Environment For Young Children.**

##### **Potential Elements of the Performance:**

- *explain how the physical space (indoor and outdoor) influences child behaviour*
- *suggest ideal learning spaces for children based on the child's developmental level*
- *analyze early childhood environments based on the ECERS (Early Childhood Environment Rating Scale)*

#### 2. **Establish The Parameters For Child-based Learning Centres Which Provide Self-directed Learning Opportunities In All Developmental Areas.**

##### **Potential Elements of the Performance:**

- *outline the processes of physical development and describe influences on motor development*
- *develop activities which promote fine and gross motor development*
- *suggest methods of helping children increase sensory awareness*
- *evaluate the advantages of dramatic play and creative dramatics for young children*
- *outline appropriate cognitive tasks for young children*
- *outline practical applications of cognitive theories*
- *describe techniques for introducing math and scientific principles to young children*
- *review the components of language acquisition and suggest developmentally appropriate language and literacy activities for young children*

#### 3. **Propose Solutions To Challenging Behavioural Issues And Suggest Methods For Fostering Child Compliance.**

##### **Potential Elements of the Performance:**

- *discuss how socialization practices impact on children's behaviour*
- *describe the implications of: friendships; gender roles; cultural, inclusive and racial awareness - in relation to social skill development*
- *outline the process of moral development*

- differentiate between discipline, punishment and guidance; examine typical behaviour problem scenarios and propose appropriate solutions
- discuss children's reactions to stress and determine how to help children develop coping mechanisms

4. **Develop Age-appropriate Resource Materials and Evaluate The Relevancy and Success Of Implemented Activities.**

**Potential Elements of the Performance:**

- organize resource kit materials and information according to guidelines provided
- determine the developmental appropriateness of kit materials
- suggest methods/variations for use in inclusive environments
- complete required forms and present kit materials/activities in field placement
- assess the appropriateness, relevancy, and effectiveness of activities presented

**III. TOPICS TO BE COVERED:**

1. Assessing The Early Childhood Environment.
2. Promoting Physical and Motor Performance.
3. Fostering Social Competence
4. Providing Age-Appropriate Discipline and Guidance
5. Fostering Anti-biased and Inclusive Practices Through the Curriculum
6. Nurturing Intrinsic Motivation Cognitive Development and Self-Expression
7. Fostering the Emergence of Language and Literacy

**IV. REQUIRED RESOURCES\TEXTS/MATERIALS:**

1. *The Whole Child*, J. Headrick & K. Chandler, Prentice Hall, 6th ed., 1996
2. *Annual Editions Early Childhood '98-99*, Dushkin Publishing.
3. *Preschool Appropriate Practices*, 2nd addition, J. J. Beaty, HBJ, 1996.
4. NOTE: all handouts related to this course are available on WEB-CT.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

- |  |      |
|--|------|
| 1. <b>Learning Centre Presentations:</b>   | 25%  |
| (Presentation = 10%, Handout = 5%,<br>Activity Form = 5%, Group Participation = 5%)                    |      |
| 2. <b>Resource Kits:</b>   | 35%  |
| (Additions/improvements = 5%; new kit =20%<br>3-M observation = 5%, Kit presentation<br>summary = 5% ) |      |
| 3. <b>Tests (1x10%; 2x15%)</b>   | 40%  |
|  | 100% |

## ASSIGNMENT DESCRIPTIONS:

### 1. LEARNING CENTRE PRESENTATIONS:

- 1.1. Students will work together in groups in order to research and present information on play learning centres (eg. Blocks, water play, sand and gross motor). Each centre will be examined for such possibilities as creative thinking, exploration, new innovations for equipment (eg. Use of resource kits), and the teacher's role will be described.
- 1.2. The group will then prepare a summary of the researched information on this curriculum area. This summary will be **e-mailed** to the class by the **WEEK BEFORE** the scheduled presentation in order to receive the grade for this portion of the mark. **NO EXCEPTIONS !!**
- 1.3. **EACH** student from the group will prepare a related Learning Activity Plan, which must also be e-mailed to the rest of the class on the **ED269 web-page**. Each student must take responsibility for having the course instructor approve their Learning Activity Plan **PRIOR** to posting it on the web. NOTE: the student's prepared plan can be used in his/her field placement as part of the student's minimum requirements for the semester.
- 1.4. For the *presentation*, set up an interactive *hands-on workshop* experience for the class: eg. Locate both children's and resource books, materials and equipment for the students to try out; set up the learning activities for groups to complete in class on the day of the workshop. *The purpose is to set up an experiential learning presentation, not just to "read" the handout!*

### 2. RESOURCE KITS:

- 2.4 *Students will suggest improvements on their kit from the previous semester, ie. The student will submit a list of potential additions to the contents of the kit, and make the recommended changes as advised by the Professor in Teaching Methods I. As well, the student will outline multicultural aspects, and focus on special needs requirements, in addition to making recommendations for age-appropriateness and safety.*

### 2.4 *Students will develop an additional kit, using the "Resource Kit*

*Format/Evaluation" form as a guide; submit this form at the time of grading. Resource kit presentation date: Monday, March 22<sup>nd</sup>, 1999.*

- 2.4 Students Will Choose One Of Their Kits and prepare a related ACTIVITY PLAN to present to children in their placement. A Description/Summary Of This Presentation Must Be Submitted BY E-MAIL to the professor, One Week Following Their Presentation In Placement. NO LATE SUBMISSIONS, NO NQA'S ACCEPTED!!!**

**THIS ASSIGNMENT MUST BE COMPLETED BEFORE THE BLOCK PLACEMENT AT THE END OF TERM.**

- 2.4 In addition,** students will complete a 3-M observation of a child engaged in using the materials presented from the Resource Kit. This observation must be submitted (hardcopy or e-mailed) *at the same time as their Resource Kit summary.*

- 3. TESTS: Achievement of course learning outcomes will be measured by mandatory testing as follows:**

Test #1:	Feb. 22nd, 1999	10%
Test #2:	Mar 29th, 1999	15%
Test #3:	Apr 12th, 1999	15%

**VI: SPECIAL NOTES**

**Special Needs**

If you are a student with special needs (eg. physical limitations, visual impairments, learning impairments, learning disabilities) you are encouraged to discuss required accommodations confidentially with the instructor and/or contact the Special Needs Office, Room E 1204, Ext 493, 717, 491 so that support services can be arranged for you.

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

**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 at least one hour prior to the time of the test to make alternate arrangements. (759-2554, ext 548).**

All assignments are to be handed to the teacher in class (or by e-mail, as specified) by the due date. NQA coupons will be honoured as per departmental policy. All assignments must be typed and stapled, unless otherwise specified.

Dates for projects or tests may be revised depending upon course content/flow and/or by mutual agreement of student majority vote and course faculty.

## ED 269-TEACHING METHODS II

### *- Planning Learning Activities*

#### Learning Activities:

1. Examine the features of a quality environment for young children.
2. Analyze an early childhood environment.
3. Concepts and Objectives: completing Learning Activity Plans

#### Resources:

1. ECERS workbook (supplied by professor) & in-class video
2. Video: "Quality Environments"
3. ECE Annual Editions '98/99, Article #17, p. 89: "Your Learning Environment"
4. Review Preschool Appropriate Practices, ch. 1 & ch. 2
5. Handouts **on the web**: Appropriate Practices; Effects of the Environment; Quality Environments; Action Verbs; Concepts & Objectives

### Topic/Unit #2 : Physical and Development

#### Learning Activities:

1. outline the processes of physical development and describe influences on motor development
2. develop activities which promote fine and gross motor development
3. suggest methods of helping children increase sensory awareness
4. evaluate the advantages of dramatic play and creative dramatics for young children

#### Resources:

1. Handouts **on the web**: Motor Checklist; Handedness; Locomotion
2. Video: "Outdoor Play"
3. Preschool Appropriate Practices, ch. 12
4. ECE Annual Editions '98/99, Article #31, p. 168: "Active Living: Physical Activities for Infants, Toddlers, and Preschoolers"

### Topic/Unit #3 : Social Competence

#### Learning Activities:

1. Discuss socialization practices.
2. Describe the implications of friendships, gender roles, cultural and racial awareness, in relation to social skills.

#### Resources:

1. The Whole Child: ch. 10
2. Preschool Appropriate Practices, ch. 11
2. Handouts **on the web**: Social Skills
3. Video: Dramatic Play

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Topic/Unit #4 : Discipline and Guidance

Learning Activities:

1. Distinguish between normal and challenging behaviours.
2. Differentiate between discipline and punishment.
3. Outline the factors that affect child behaviour.
4. Select appropriate guidance techniques.

Resources:

1. The Whole Child: ch 11
2. Handouts on the web: Compliance; Discipline Steps; Guidance; Inner Control
3. ECE Annual Editions '98/99, Article #23, p. 121: "Beyond Discipline to Guidance"

Topic/Unit #5: Anti-Bias and Inclusion

Learning Activities:

1. Describe how to overcome the expression of prejudice.
2. Putting into practice the principles of cross-cultural education.
3. Suggest appropriate methods of inclusion.

Resources:

1. The Whole Child: ch 13
2. ECE Annual Editions '98/99, Article #20, p. 105

Topic/Unit #6: Intrinsic Motivation and Self-Expression

Learning Activities:

1. Making "Work" appealing.
2. Stimulating intrinsic motivation.
3. Cultivating creativity and self-expression.
4. Facilitating creative play.

Resources:

1. The Whole Child: ch 13, ch 15, ch 16
2. Preschool Appropriate Practices, ch. 8 & ch. 9
3. Handout on web: Reggio Approach

Topic/Unit #6: Language and Literacy

Learning Activities:

1. Describe the components of language and the process of language acquisition.
2. Outline the place of language programming in the early childhood curriculum.
3. Suggest language and literacy activities which are developmentally appropriate for young children.

Resources:

1. The Whole Child: ch 17, ch 18

2. Preschool Appropriate Practices: ch 6 & ch 7
3. ~~ECE Annual Editions '98/99, Article #34, p. 189.~~ ~~BACK TO THE BASICS OF~~ Whole Language; Article #35, p. 189: "Interactive Writing in a Primary Classroom"

Topic/Unit #7: Cognitive Theory

Learning Activities:

1. Relate cognitive theory to teaching practices.
2. Outline cognitive tasks and abilities of young children.
3. Examine and describe the perceptual-motor learning involved in block play.
4. Describe techniques of introducing math and sciencing principles with young children.

Resources:

1. The Whole Child: ch 18 - p. 507, ch 19, ch 20, ch 21
2. Preschool Appropriate Practices: ch 3, ch 5, ch 10
3. ECE Annual Editions '98/99, Article #16, p. 85: "Understanding Through Play"
4. Handouts on the web: Math Concepts; Math Skills