

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



COURSE OUTLINE

Course Title: Teaching Methods II

Code No.: ED 269-4 Semester: Two

Program: EARLY CHILDHOOD EDUCATION

Author: marilyn.robb@saultc.on.ca extension 619

Date: Jan 2001 Previous Outline Date: Jan '00

Approved: _____

J. Maundrell, Dean
Health, Human Sciences and Teacher Ed.

Date: _____

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

Corequisites: ED 110, 116

Length of Course: 16wks Total Credit Hours: 64 HRS

Copyright © 1997 The Sault College of Applied Arts & Technology

Reproduction of this document by any means, in whole or in part, without the prior written permission of The Sault College of Applied Arts & Technology is prohibited.

For additional information, please contact Judi Maundrell, Dean, School of Health, Human Sciences and Teacher Education, (705) 759-2554, Ext. 690.

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 sciencing 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 Materials/Activities And Evaluate The Relevancy And Success Of Implemented Activities.**

Potential Elements of the Performance:

- *suggest methods/variations for use in inclusive environments*
- *complete required forms and present 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 '00-2001*, Dushkin Publishing.
3. *Skills for Preschool Teachers*, J. J. Beaty, HBJ.

V. EVALUATION PROCESS/GRADING SYSTEM:

- | | | |
|----|---|---------------------------|
| 1. | Learning Materials / Activities Presentations:
(Presentation = 10%, Handout = 5%,
Activity Form = 10%, | 20% |
| 2. | Group Research Project :
Research Material 10% Activity Plan = 5%, Handout 5% | 20% |
| 3. | Tests (4x10%; 1x20%) | 60%
100% |

ASSIGNMENT DESCRIPTIONS:

1. **LEARNING Materials/Activities PRESENTATIONS:**
Students will work together in groups in order to research and present information on learning materials / activities (eg.units on Blocks, water play, sand and gross motor). Each centre will be examined in class by the instructor and the student presentation will compliment the instructors unit. (eg. Use of

resource kits), and the teacher's role will be described. The group will prepare a summary of an appropriate activity / material on this unit. This summary will be **e-mailed** to the class by the day of the scheduled presentation in order to receive the grade for this portion of the mark. **NO EXCEPTIONS! 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 on WebCT**. Each student must take responsibility for having the course instructor approve his or her 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. 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! Presentation dates will be assigned in class.*

2. Research Projects:

Students will develop a research kit, using the "Research Project Format/Evaluation" form as a guide; submit this form at the time of grading. Presentation dates will be assigned in class.

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

Test #1:	10%
Test #2:	10%
Test #3	10%
Test #4	10%
Final #5:	20%

Dates to be assigned in class.

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. 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
LEARNING ACTIVITIES/REQUIRED RESOURCES

Topic/Unit #1 - Assessing the Learning Environment

Learning Activities:

1. Examine the features of a quality environment for young children.
2. Analyze an early childhood environment.

Resources:

1. ECERS workbook (supplied by professor) & in-class video
2. ECE Annual Editions '98/99, Article #17, p. 89: "Your Learning Environment"
3. Review Preschool Appropriate Practices, ch. 1

Topic/Unit #2 : Physical Development

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**
2. ECE Annual Editions '98/99, Article #31, p. 168: "Active Living: Physical Activities for Infants, Toddlers, and Preschoolers"

Topic/Unit #3 : Social Competence

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. Handouts
3. Video

Topic/Unit #4 : Discipline and Guidance

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
3. ECE Annual Editions '98/99, Article #23, p. 121: "Beyond Discipline to Guidance"

Topic/Unit #5: Anti-Bias and Inclusion

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

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

Topic/Unit #6: Language and Literacy

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. Handouts on the web
4. Video
5. ECE Annual Editions '98/99, Article #34, p. 185: "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"