



**I. COURSE DESCRIPTION:****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 behaviors 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:**

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

**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 behavior
- suggest ideal learning spaces for children based on the child's developmental level
- describe the contents and value of the ECERS-R (Early Childhood Environment Rating Scale)

**2. Establish The Parameters For Child-based Learning Centres That Provide Self-directed Learning Opportunities In All Developmental Areas.**Potential Elements of the Performance:

- 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 science 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:**

1. Assessing The Early Childhood Environment
2. Fostering Social Competence
3. Providing Age-Appropriate Discipline and Guidance
4. Nurturing Intrinsic Motivation, Cognitive Development and Self-Expression
5. Fostering the Emergence of Language and Literacy

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

**The Whole Child**, Canadian 6<sup>th</sup> Edition Joanne Hendrick and Karen Chandler., Prentice Hall, 1996

Day Nurseries Act: Revised Statues of Ontario, August 9, 2002

Early Childhood Education Annual Editions 2002/03 Dushkin

## V. EVALUATION PROCESS/GRADING SYSTEM:

1. Part A) Learning Centre Research Paper 15%

Students will write a research paper relevant to their assigned learning center topic. (e.g. Blocks, water play, sand and water play).. The student will discuss the teacher's role in this centre, appropriate activities / material for this center, teacher resource books, and children's books . Include a research summary, bibliography of research sources, teacher resource books and children's books; a list of materials and activities appropriate for use in the learning center.

All information must be based on the principles of developmentally appropriate preschool practice.

An assignment outline and presentation dates will be given out in class.

. Part B) Learning Centre Activity Presentation: 15%

Based on the information you write in your research paper. **In class presentation**, set up an interactive **hands-on activity/ experience** for the class. Bring in both children's and teacher resource books for classmates to examine, bring in materials and equipment you would use in the learning center for classmates to try out and have the accompanying research paper ready to hand out to classmates.

**The purpose is to set up an experiential learning presentation, not just to "read" the handout! Presentation dates will be assigned in class.**

**EACH** student will prepare a Learning Activity Form related to the learning centre. Each student must take responsibility for having the course instructor approve his or her Learning Activity Form at least one week **PRIOR** to his or her presentation.

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2. In class assignments & checklists 10%
   
To be assigned in class or posted to WebCT

## 3 Tests (4 x 10%) 40%

**Achievement of course learning outcomes will be measured by mandatory testing as follows:**

Test #1: 10%

Test #2: 10%

Test #3 10%

Final #4: 10%

Dates to be assigned in class.

4. Attendance 20%
  
100%

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

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 572). The instructor will assign a new date and time.**

**All assignments are to be handed to the teacher in class by the due date. All assignments must be typed and stapled, unless otherwise specified. There will be a penalty for late submissions.**

**Dates for projects or tests may be revised depending upon course content/flow**

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**ED 269-TEACHING METHODS II  
LEARNING MODULES /REQUIRED RESOURCES**

**Module #1 - The Learning Environment**

1. Examine the features of a quality environment for young children.
2. Analyze an early childhood environment.
3. Begin an exploration of individual learning centers that will span the entire semester.

Resources:

1. ECERS-R workbook (supplied by professor) & in-class video
2. All readings / assignments as directed by the instructor or as posted to webCT.

**Module #2: Socialization**

1. Discuss socialization practices.
2. Describe the implications of friendships, gender roles, and cultural and racial awareness, in relation to social skills.
3. Evaluate the advantages of dramatic play and creative dramatics for young children

Resources:

1. The Whole Child: ch 10 "Developing Social Competence"
2. Handouts and articles posted on WEBCT

**Module # 3 : 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: chapters 11 & 12
2. Skills for Preschool Teachers Chapter 10 "Providing Guidance"
3. Handouts on the web
4. E.C.E. Annual Editions '
5. Day Nurseries Act

**Module #4: Play is children's work.**

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. Annual Editions
3. Handouts

**Module #5: 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 that are developmentally appropriate for young children.

## Resources:

1. The Whole Child: ch 17, ch 18
2. Handouts

**Module# 6: Promoting Cognitive Learning**

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 science principles with young children.

## Resources:

1. The Whole Child: ch 19, ch 20, ch 21
2. Handouts
3. E.C.E. Annual Editions