

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. **Detail the elements in the environment which promote the development of the Affective domain.** (*Reflection of CSAC Vocational #1, #2,#4,#6,#9*)

Potential Elements of the Performance:

- Outline the stages that children develop self-awareness and emotional development.
- Determine children's self-awareness and emotional development and determine methods of supporting children in their further development.
- Outline the teaching methods used to establish an emotionally healthy climate for young children.
- Determine how to include children in crisis situations and to cope with emotional events

2. **Detail the elements in the environment that support the development of the Social domain.** (*Reflection of CSAC Vocational #1, #2,#4,#6,#9*)

Potential Elements of the Performance:

- Identify the aspects inherent in the social domain
- Outline the development of social skills in young children
- Determine the teaching methods used to support social skills.
- Outline supportive strategies for fostering pro-social skills
- Suggest teaching strategies for responding sensitively to a child's behaviour and for facilitating positive interactions

3. **Identify the significance of how children learn in relation to the value of play as a developmentally appropriate teaching method.**

(CSAC Vocational #1 "plan curriculum that is based on a thorough understanding of child development*.")*

(CSAC Vocational #2" plan and implement individual programs and curriculum to meet the developmental needs of children*.)*

Potential Elements of the Performance

- *Outline the characteristics of play as the primary source through which children learn.*
- *Assess children's developmental stage of play and determine methods of supporting children in their further development.*
- *Identify and describe various developmentally appropriate activity types and how they are used to facilitate play.*
- *Demonstrate the ability to plan developmentally appropriate small and whole group activities*

4. **Describe various teaching strategies used to support children's learning**

(CSAC Standard #4) Maintain responsive relationships with individual children and groups of children.)

Potential Elements of the Performance

- Describe developmentally appropriate interactions
- Observe group times and assess the teaching strategies used to facilitate the experiences.
- Explore strategies to initiate positive interactions with children and sensitively to the child(ren)'s behavior
- Develop a variety of positive guidance techniques and gentle care-giving techniques
- Develop strategies for small and large group management that are based on developmentally appropriate practices
- Identify and describe developmentally appropriate strategies to facilitate small and whole group activities.

III. TOPICS:

- **Value of Play**
- **Teaching Strategies that support children's play**
- **Planning Effective Small and Whole Group Activities**
- **Affective Domain Development**
- **Social Domain Development**

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

Resources Purchased in Other Courses but used in this course:

- Learning Language and Loving It 2nd Edition. Weitzman and Greenberg The Hanen Centre 2002. ISBN0-921145-18-7
- Creating Effective Learning Environments. Second Canadian Edition. Ingrid Crowther, Athabasca University. Thomson Nelson Publishing 2007, ISBN:978-017-642411-4
- Day Nurseries Act: Revised Statutes of Ontario. Most recent publication
- Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education 3rd Ed. Kostelnik, Soderman, Whiren. Prentice-Hall Publishing 2007. ISBN 0-13-23-9093-0
- Access to LMS Course Content
- Practical Solutions to Practically Every Problem (Revised) Saifer, Monarch Books Canada. 2003 ISBN 1-929610-31-9
- Jamieson, J.Bertrand and Ibrahim E. (Eds). Science of Early Childhood Development. [online resource] Winnipeg, MB: Red River College: retrieved from <http://www.scienceofecd.com>

V. EVALUATION PROCESS/GRADING SYSTEM:

Participation in course related activities **30 %**

Details of the various activities will be discussed in class. In some cases students will be required to submit their work at the end of the class for evaluation.

Participation during course related activities

Students are expected to participate in various course related activities (in / out of class) throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these participation components will be given a "0" for the identified activity. These activities will not be rescheduled for students.

The following points are given to students who fully participate in the following activities as part of the course requirement:

Field Trips – 10pts.
Large Group Activities = 5pts
Video training = 4pts
Small group / individual activities =3 pts
Lecture = 2pts.

Assignments: **40 %**

Activity Plans for small / whole group	20%
Stage of Play Report	10%
Science of ECD Reflections	10%

Tests **30%**

Test #1	10%
Test #2	10%
Test #3	10%

Dates and content to be discussed in class.

<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

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend. Failure to attend may have an impact on your In-class activity participation mark.
2. Students are responsible for work assigned during absences. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" in the Sault College Handbook

Assignments:

1. All assignments must be submitted on the **due date at the beginning of the class** period unless otherwise specified by the professor.
2. All assignments **must be typed and stapled** or they will be returned to the student not marked.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Late submissions **will be deducted 5% per day** which commences at the end of the class in which the assignment was due, **Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic "0" for the assignment.** Students are encouraged to communicate with their instructor if extenuating circumstances exist and student's require an extension. Granting extensions is up to the discretion of the instructor.
5. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be **aware of assignment due dates**. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for **retaining a file of all drafts and returned assignments**. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded

Learning Environment

In the interest of providing an optimal learning environment, students are to follow these two expectations;

- Computers are permitted in class for course material only.
- Cell phones are turned off or on vibrate during class time.
- Students will refrain from talking while others in the class are speaking or working
- Personal conversations will be held outside of class time
- Ground rules will be established and reinforced by the student/faculty in the class. Discussions will be conducted respectfully and all students are expected to reflect attitudes reflected in the professional code of ethics.
- Information shared within the classroom will not be discussed outside of the classroom.
- Students are expected to maintain information shared within r class as confidential and not discussed outside of the scheduled class time that is facilitated by the teacher.

- Students may eat and drink in class, however eating large “meals” during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

Students are reminded to be sensitive to those who are sensitive / allergic to scents, foods and act accordingly.

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of students. **Dates for projects or tests may be revised depending upon course content/flow**

VI. SPECIAL NOTES:

Disability Services:

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 Disability Services office. Visit Room E1101 or call Extension 2703 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 Code of Conduct*. 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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.