

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Teaching Methods II in ECE

**CODE NO. :** ED131 **SEMESTER:** 2

**PROGRAM:** Early Childhood Education

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**DATE:** Jan 2013 **PREVIOUS OUTLINE DATED:** Jan 2012

**APPROVED:** "Angelique Lemay" Nov/12

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	<b>DEAN</b>	<b>DATE</b>

**TOTAL CREDITS:** 4 credits

**PREREQUISITE(S):** ED130, ED135,  
**CO REQUISITE(S):** ED136, ED137

**HOURS/WEEK:** 4 HOURS / WEEK

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**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. **Describe teaching strategies used to support children's learning through adult initiated experiences.** (CSAC Standard #4)  
Potential Elements of the Performance:
  - Identify the value and purpose of adult initiated experiences as a teaching method in early childhood education.
  - Describe and demonstrate the planning process of adult initiated experiences.
  - State the elements present in learning experiences that ensure that they reflect developmentally appropriate practice
  - Explain the role of the educator during a small group and whole group experience
  - Identify and demonstrate strategies used to facilitate effective adult initiated learning experiences.
  
- 2 **Explain how to incorporate documentation as a teaching method that supports children's learning and development.**  
Potential Elements of the Performance
  - List the types of documentation formats available as a teaching method.
  - Describe the mechanisms and content applied to documenting learning.
  - List the criteria educators use to ensure that their documentation panels are educational and aesthetic.
  
3. **Explain developmentally appropriate teaching strategies that support learning through child initiated experiences.** (CSAC Vocational #1  
 (CSAC Vocational #2)  
Potential Elements of the Performance:
  - Outline the characteristics of play as the primary source through which children learn.
  - State the current theories of play.
  - Classify play and give examples.
  - State how effective indoor and outdoor learning centers are designed to support child initiated experiences.
  - Identify and describe how educators support developmentally appropriate child initiated experiences

- Explain the criteria used to determine appropriate materials and equipment that support children during their play experiences.
- Assess children’s developmental stage of play and determine methods of supporting children in their further development.
- Demonstrate the ability to document children’s experiences and levels of play based on observation and analysis.

4 **Explain developmentally appropriate teaching methods that support the healthy development of the Emotional domain in early childhood.**

Potential Elements of the Performance

- Describe the sequence of emotional skill development.
- Explain the connection between the feeling of competence and self-esteem.
- State what “Emotional Intelligence” means and how it relates to early childhood.
- Describe the relevance of emotional literacy and give examples of support.
- Explain what self-regulation mean in relation to healthy emotional development.
- Identify how educators support children to develop healthy self-regulation skills.

5 **Detail developmentally appropriate teaching methods that support the healthy development of the Social domain in early childhood.** *Reflection of CSAC Vocational #1, #2,#4,#6,#*

Potential Elements of the Performance:

- Describe the sequence of social skill development in early childhood.
- Explain the term “pro-social” skills and how this impacts healthy social development.
- Suggest teaching strategies that support the development of “pro-social skills”
- Discuss the development of how “friendship” is viewed by various age groups.
- Describe appropriate strategies to support children in developing their conflict resolution skills.

**III. TOPICS:**

- **Designing adult initiated learning experiences as a teaching method.**
- **Supporting child initiated learning experiences as a teaching method.**
- **Documenting children’s learning as a teaching method.**
- **Teaching methods that support healthy emotional development.**
- **Teaching methods that support healthy social development.**

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:****Resources purchased in other courses but used in this course**

- Crowther, Ingrid (2007) **Creating Effective Learning Environments**. Third Canadian Edition. Athabasca University: Thomson Nelson Publishing
- Dietze, B and Kashin, D. (2012). **Playing and Learning in Early Childhood Education**. Toronto: Pearson Canada
- Wolpert, E. (2005) **Start Seeing Diversity: The Basic Guide to an Anti Bias Classroom**. St Paul MN: Redleaf Press
- Haig, J., MacMillan, V., & Raikes, G. (2010). **Cites & sources: An APA documentation guide** (Revised 3rd ed.). Toronto: Nelson.

**Documents available online for this course:**

- Government of Ontario Publications **Day Nurseries Act: Revised Statutes of Ontario**,. (available online)  
[http://www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_900262\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm)
- **Day Nurseries Act for Child Care Supervisors of Ontario**: (available online)  
<http://childcarelearning.on.ca/>
- College of ECE **Code of Ethics and Standards of Practice**: (available online)  
<http://collegeofece.on.ca/en/Members/Pages/professionalstandards.aspx>

**Information only found on Course LMS: ED131**

- LMS access to course notes, resources, calendar, email.

**V. EVALUATION PROCESS/GRADING SYSTEM:****Assignments:****60%**

An outline of each assignment will be attached to the syllabus distributed to students and posted on LMS.

*NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. 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 an "0" for the assignment.. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.*

**Lab School Field Trip Reflection****10%**

Students will visit the Sault College Child Development Centre from 6:00 -8:00 pm. Students will be notified of the scheduled date of this event.

**Tests****30 %**

- Test #1 10% .
- Test #2 10%
- Test #3 10%

*NOTE: Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class. Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of "0" for the test.*

**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**

**PLEASE NOTE:**

Regarding Student Progression through the three  
Co-Requisite Core ECE courses:

***Teaching Methods, Seminar, Field Practice***

Students must receive a minimum of a **"C" (2.0 G.P.A.)** in ***Teaching Methods 2***, in order to proceed to the next semester's co-requisite courses.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

**VI. SPECIAL NOTES:**Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

## Instructor's Notes

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

1. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.
2. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class.
3. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
4. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
5. Students are responsible for obtaining course material missed due to class absence

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.