ECED 117 Creating a Learning Environment
Course Syllabus

"To live in an environment that has to be endured or ignored rather than enjoyed is to be diminished as a human being."
~Sinclair Gauldie

Course Information
A. Number: ECED 117
B. Title: Creating a Learning Environment
C. Credits: 2
D. This course is offered Winter Quarter
E. Location: Education Building Room 120
F. Class Meeting Day and Time: Friday 10:00 to 11:50

Personal Information
Instructor: Amy Burland
Office: Education Building Room 131
Office Hours: Mondays and Wednesdays: 1:00 – 4:00
Telephone: 275-4761
E-mail: amy_burland@skc.edu

Required Materials
A. Resources from the Instructor
B. Binder for handouts
C. Curtis, D., & Carter, M. (2015). *Designs for living and learning: Transforming early childhood environments*.
D. Internet connection to submit assignments on Moodle.

Course Description

Creating a Learning Environment provides students with information on structuring the environment so that it is physically and emotionally safe and healthy. Students will explore techniques of meeting individual and group needs of children through the use of materials, relationships, and routines that encourage play, exploration, and learning.
Prereq: none
Coreq: none

COURSE RATIONALE:

The course was designed to introduce the early childhood caregiver candidate to the essential practices needed for creating safe, creative, and interesting physically, emotionally, and socially environments for young children in childcare settings. Early educators must have a strong understanding of the role the physical environment plays in order to support cognitive, social, and emotional development in young children.

InTASC and PEPP Standards and Assessments

InTASC Principles and PEPP Standards	Assessments
PEPPS 10.58.531 *(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child.*	Candidates will demonstrate competency in this standard through an Indoor/Outdoor Environmental Plan and through a Learning Center Demonstration.
(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities.	Candidates will demonstrate competency of this standard through sample indoor and outdoor plans for a developmentally appropriate early learning environment and Practicum Observations.
InTASC Principle 3: *Learning Environments* *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.* *Educ. Division Conceptual Framework Guiding Principle: B Learning communities foster the construction of knowledge.*	

Course Objectives

Upon completion of this course students will be able to:
A. Describe the environmental factors that influence an individual's behavior. S-1; S-2
B. Implement a variety of strategies to plan and design environments for children from birth to age eight. S-1; S-5
C. Evaluate existing environments and floor plans utilizing a variety of instruments and criteria. S-1; S-3
D. Utilize knowledge of child development and individual children's needs to meet the needs of young children through time, space, and interactions. S-1; S-4
E. Explore the relationship of children's play to their learning. S-1; S-4; S-5

Cultural Relevancy

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Candidate Objectives:

Students will examine the inter-relatedness of common design principles with the cultures of the Salish, Kootenai and Pend d'Oreille Tribes.

1. Students will apply information from the course in their work with children from similar and diverse cultures in order to enhance communication, and children's development.

Critical Thinking

This course will encourage critical thinking skills by having students apply and critique information.

Candidate Objectives:

1. Students will apply information learned in class to improve their work with families, children and other professionals;
2. Students will compare, analyze, and evaluate environmental design practices within a cultural context;
3. Students will utilize diverse tools to evaluate a variety of environments for children.

Communication

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion. Candidates will demonstrate satisfactory writing skills through completion of course projects.

Candidate Objectives:

1. Demonstrate effective oral communication skills when participating in class assignments.
2. Use proper writing when completing class assignments

Citizenship

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

Candidate Objectives:

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.

2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Course Requirements: Purposeful and Meaningful Assignments and Assessments:

A. Attendance and Participation (100 points)
B. *Indoor Environment Observation (based on class field trip) (20 pts)
C. *Outdoor Environment Observation (based on class field trip) (20 pts)
D. *Sample Floor Plan for an Indoor Environment for Children (20 pts)
E. *Sample Floor Plan for an Outdoor Environment for Children (20 pts)
F. Weekly Read and Respond Assignments (8 weeks x 10 pts each for 80 pts total)
G. Small Group Learning Center Project (10 pts)

Credit Hours

Following the SKC Credit Hour Policy, to meet the identified objectives of this course, this two credit course, delivered over a 10 week term will approximate: Two hours/week classroom or direct faculty instruction. In addition out-of-class student work will approximate an average four hours each week.

Course Requirements and Grading System

a. An Incomplete grade ("I") is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified ahead of class time if possible.
b. The following is a breakdown of how grades are earned:

Attendance and Participation… (10 weeks x 10 points each)……………………….. 100 points
Indoor Environment Observation………………………………………….....20 points
Outdoor Environment Observation……………………………………………20 points
Sample Floor Plan for an Indoor Environment for Children…………………20 points
Sample Floor Plan for an Outdoor Environment for Children …………….20 points
Small Group Learning Center Presentation (20 pts)……………………20 points
Small Group Assigned Reading Bulletin board Presentation   10 points.
Weekly Read and Respond Assignments ..(7 wks x 10 pts each)………70 points

                                   Total Points: 280 points

A = 252 – 280   **D = 168 – 195**
B = 224 – 251   **F = Below 168**
C = 196 – 223
***Tutors are available for students.** Please contact the instructor if you have any questions or need a tutor.

Late Assignments:

An important aspect of being a teacher is to be professional. One of the many responsibilities of a professional is to meet deadlines. In order to participate to the fullest in class, assignment deadlines must be met.

- Late assignments will have 20% of earned points deducted. There are two deadlines this quarter when late assignments can be turned in for credit. February 10th is considered the **Mid-Quarter Deadline**. In other words, any assignments up to February 10th must be turned in by this date to earn any credit. March 17th (the last day of class) is the last deadline for all work to be submitted.
- Failure to come to class to participate and present assignments on the due date without making arrangements with the instructor and other individuals in the group will be forfeited points that cannot be made up.

Attendance Policy

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. Attendance and participation is graded at 10 points/class. Assignments must be presented in class in order to receive full credit. An opportunity for make-up work is provided on an individual basis for <u>emergency situations</u> and on a <u>limited basis</u>. Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class. Arriving late for class or leaving before class is dismissed will result in a <u>loss of attendance/participation points</u>**.**

Students must be in class to complete and present assignments on the day they are due. Students missing more than 4 classroom hours (2 classes) are recommended to withdraw from the class. If a student needs to miss a class, it is their responsibility to **ask a classmate to collect the handouts and information disseminated during class**.

1) **Reasonable Accommodations**

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete, in the Bookstore Building Room 111. Her email is <u>linda_pete@skc.edu</u> and phone number is 275-4968.

2) **SKC Retention**

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team

yourself, or your instructor may refer you (for example, if you "disappear" from class or if he/she is concerned about your attendance and performance). Any student who does not come to class the first week is automatically referred according to SKC retention policies in place. *Debbie L. Bell, SKC Retention Coordinator* (Bookstore Annex, 275-4928, Email: retention@skc.edu).

Field Trips: Field trip(s) are planned for this quarter (at least one will require an extended day trip). The dates and time will be announced after considering everyone's schedules.

Faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

Please keep cell phones off or on the silent mode and <u>out of sight</u>. If there is an emergency and <u>you must</u> take a call, please leave the classroom so as to disrupt the class as little as possible. Text messaging during class is unacceptable.

Academic Honor Code
All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Appropriate Behavior
As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability
Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities
Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Title IX Resources

Title IX: The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered **"Responsible Employees"** which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800

Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

References

Alison Gopnik: What do babies think? | TED Talk | TED.com [Video file]. (n.d.). Retrieved from

https://www.ted.com/talks/alison_gopnik_what_do_babies_think#t-517061

Bullard, J. (2017). *Creating environments for learning: Birth to age eight*.

Carol Dweck - A Study on Praise and Mindsets [Video file]. (n.d.). Retrieved from

https://www.youtube.com/watch?v=NWv1VdDeoRY

The Circle of Courage – Native American Model of Education | Creative by Nature. (n.d.).

Retrieved from https://creativesystemsthinking.wordpress.com/2015/02/18/the-circle-of-

courage-native-american-model-of-education/

Curtis, D., & Carter, M. (2015). *Designs for living and learning: Transforming early childhood*

environments.

Renner, E. (Director). (2016). *beginning of life* [Motion picture]. Brazil: Maria Farinha Films.

Solution Tree: Reclaiming Youth at Risk [Video file]. (n.d.). Retrieved from

https://www.youtube.com/watch?v=MoOXcFZgzhI&w=420&h=315

Creating a Learning Environment
Course Outline

Week One
January 13, 2017
Peer Introductions: Consider Favorite Childhood Memories of Your Own (page 33)
Course/Class Overview: Review Course Syllabus and Outline
Iris Center Designing Effective Classrooms (DEC) Components (Physical, Social, Temporal) (page 1 handout)

Weekly Homework Sheet Provided: Intro and Chapter 1.

Week Two
January 20, 2017
View video: Circle of Courage
Small Groups: Analyze Curriculums (Reggio, Creative Curriculum, Montessori, High Scope) and share with class.
Circle of Courage and DEC components of each curriculum
Introduce Chapter 2 pg 35 and 3 pg 59.

Weekly Homework Sheet Provided: Chapters 2 and 10.

Week Three
January 27, 2017
Speaker: Manda Davis – Montessori Schools
Iris Center DEC Components and Universal Design – Physical Environment
Assign Small Group Learning Center Areas

Weekly Homework Sheet Provided: Chapters 3 and 4

Week Four
February 3, 2017
Iris Center Social Environment Component (page 3)
Video: Carol Dweck – Praise versus Encouragement

Weekly Homework Sheet Provided: Chapters 5-6

Week Five
February 10, 2017
Speaker: Sean O'Dell - architect
Iris Center Temporal Environment (page 4)

Weekly Homework Sheet Provided: Learning Center Reading

Week Six
February 17, 2017   **Field trip to Missoula**

Homework: Complete Fieldtrip packet

Week Seven
February 24, 2017
Debrief on Fieldtrip – turn in Fieldtrip Packets
Work on Indoor and Outdoor Environment Plans in library.

Weekly Homework Sheet Provided – Chapter 7 and 8

Week Eight
March 3, 2017
Learning Centers Presentations

Weekly Homework Sheet Provided: Chapter 9 & 11 and Work on final projects.

Week Nine
March 10, 2016
Video: The Beginning of Life
Indoor/Outdoor Environments Project Work Day
Homework – work on final projects
Last Day to drop classes.

Week Ten
March 17**, 2016**

Presentations of Indoor and Outdoor Environments
Have you have a great spring break!

ECED 117
Creating a Learning Environment
Assignment Descriptions

1. *<u>Indoor Environment Observation</u>: Students are expected to participate in a field trip to observe in formal preschools or primary school settings and complete an observation of the indoor environment and the impact the environment has on the students and instructors.

2. *<u>Outdoor Environment Observation</u>: Students are expected to participate in a field trip to formal preschools or primary school settings and complete a formal observation of the outdoor environment and the impact the environment has on the students and instructors.

3. *A <u>Sample Floor Plan for an Indoor Environment</u> for children: Students will create a model floor plan for a preschool or primary grade classroom.

4. *A <u>Sample Floor Plan for an Outdoor Environment</u> for children: Students will create a model floor plan for a preschool or primary grade outdoor environment.

5. <u>Chapter Presentations (2 small group activities)</u>: Develop a handout or other visual to present information for assigned chapters for the class. Julie Bullard's <u>Creating Environments for Learning: Birth to Age Eight</u> will be used for this assignment and you will be given a specific handout - one chapter is best practice for setting up one area of a Childcare Center: Literacy, Mathematics, Science, Visual Arts, Dramatic Play, Music and Dance, Manipulative and Sensory, and Block & Building.

6. <u>Weekly In-Class Assignments</u>: Students will be asked to complete a weekly In-Class Assignment. Students must be in class in order to complete the assignment.

7. <u>Weekly Reading Assignments</u>: Weekly reading assignments will be assigned from the course textbook and outside reading.

* Denotes TEP I Outcome Requirements

ECED 117 Creating a Learning Environment for Young Children

TEP I
Indoor/Outdoor **Environmental Plan**
(This same form used for both – indoor and outdoor plans)

Student: _____   Date: _____   Instructor: _____

Candidates will demonstrate competency of this standard through sample indoor and outdoor plans for a developmentally appropriate early learning environment and Practicum Observations.

Standards:	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
PEPPS 10.58.531 *(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities.* InTASC Principle 3: *Learning Environments* *Educ. Division Conceptual Framework Guiding Principle: B*	No or minimal evidence of adapting the environment to meet UDL structure or individual needs is included or no rationale provided.	Includes a minimum of two UDL structural adaptations and provides a rational for each; however, rationale is not based on course materials, readings or research.	Demonstrates an in-depth understanding of adapting the environment to meet individual child needs by including a minimum of two UDL structural adaptations that are noted on the plan, with a clear rational provided for the benefits of those adaptations based on course materials, readings and/or research.	Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.

Score: _____

Comments

ECED 117 Creating a Learning Environment for Young Children
TEP I
Indoor/Outdoor **Observation Packet**
(Completed after Field Trip)

Student: _____   Date: _____   Instructor: _____

Candidates will demonstrate competency of this standard through Field Trip Observation Packet.

Standards:	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
PEPPS 10.58.531 (*e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child.* InTASC Principle 3: *Learning Environments* *Educ. Division Conceptual Framework Guiding Principle: B*	Candidate completed less than 2 Observations outside of personal work environment and Compare/Contrast Paper omitted subcategories and or detail.	Candidate completed a minimum of 2 Environment Observations and submitted a Compare/Contrast Paper with "Proficient" criteria or candidate completed a minimum of 3 Environment Observations but Compare/Contrast Paper omitted subcategories or detail for each category.	Candidate completed a minimum of 3 Environment Observations and the Compare/ Contrast Paper discussed each subcategory of observation sheet. Discussion included new information and ideas gathered. Subcategories include: UDL structure, Location & Space, Equipment, Materials & Supplies, Organization & Maintenance, and creative list of what a child of the age for which the centers are designed would experience.	Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.

Score: _____

Comments