

	<b>CAPILANO UNIVERSITY COURSE OUTLINE</b>		
	<b>Course Title</b>	Inquiry-Based Learning in ECCE	
<b>Course Number</b>	EDUC373	<b>Credits</b>	3.
<b>Section Number</b>		<b>Instructor</b>	
<b>Term</b>	201730	<b>Office</b>	
<b>Phone</b>		<b>Local</b>	

### COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams. This course may also be offered in an on-line format.

### COURSE PREREQUISITE

45 credits of 100 - level or higher coursework; *EDUC 277 as a pre-requisite and ENGL 100 as a pre or co-requisite*

### EARLY CHILDHOOD CARE & EDUCATION DEPARTMENT VISION STATEMENT

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

### LEARNING OUTCOMES

*Students who successfully complete this course should be able to:*

- Demonstrate the ability to engage with the concepts of negotiated curriculum and inquiry-based learning;
- In their practice with young children demonstrate an understanding of children's expressive languages; and
- Demonstrate the knowledge and skills necessary for creative and investigative curriculum development.

### REQUIRED TEXTS

Eisner, E. W. (2002). *The Arts and the Creation of Mind*. New Haven: Yale University Press

Vecchi, V. (2010). *Art and Creativity in Reggio Emilia*. New York: Routledge

Ministry of Education (2008). Understanding the British Columbia Early Learning Framework: From Theory to Practice. Ministry of Health &MCFD.  
<http://www2.gov.bc.ca/gov/topic.page?id=9CAEBBF8B90848D1A66E2A7303E18915>

**Required Readings:**

Alcock, S. (2008). Young children being rhythmically playful: creating *musike* together. *Contemporary Issues in Early Childhood*, 9(4), 328-338.

Chalmers, F.G. (1996). *Celebrating pluralism: Art, education and cultural diversity* (Chapter 3). Los Angeles, CA: The Getty Institute for the Arts

Kind, S. (2010). Art encounters: movements in the visual arts and early childhood education. In V. Pacini-Ketchabaw (Ed) *Flows, rhythms, & intensities* (pp. 113-131). New York: Peter Lang.

Lind, U. (2005). Identity and power. 'meaning' gender and age: children's creative work as signifying practice. *Contemporary Issues in Early Childhood*, 6(3), 256-267.

New, R. S. (2007). Children's ART as symbolic language: action, representation and transformation. *Visual Arts Research*, 33(2), 49-62.

Olsson, L. M. (2013). Taking children's questions seriously: The need for creative thought. *Global Studies of Childhood*, 3(3), 230-253.

Sansom, A. (2013). Daring to dance: making a case for the place of dance in children's and teachers' lives within early childhood settings. In F. McArdle and G. Boldt (Eds), *Young children and the arts: ways of seeing*, (pp. 34-49). New York: Routledge.

Thompson, C. M. (2009). Mira! Looking, listening, and lingering in research with children. *Visual Arts Research*, 35(1), 24-34.

Walsh, Daniel J. (1993). Art as socially constructed narrative: implications for early childhood education. *Arts Education Policy Review* 94(6,) 18-23.

Wilson, B., Hurwicz, A. & Wilson, M. (1987). How we learn to draw. In B. Wilson, A. Hurwicz & M. Wilson, *Teaching drawing from art*. (pp. 17-27). Worcester, Mass.: Davis Publications.

## COURSE CONTENT

- Inquiry and the BC Early Learning Framework
- Inquiry, learning, and the arts
- How do the arts matter, and what are the arts for (in education)?
- The theory of the hundred languages: an ethics of difference
- Children's artistic, creative, and expressive languages
- Artistic development
- Artistic ways of knowing
- Visual, musical, rhythmic, and embodied thinking
- Metaphor, meaning, and interpretation
- Creative curriculum development
- Developing artistic selves
- Lingering in research with children

## EVALUATION PROFILE

1. Written paper - 25%

- Outline - 5%
- Paper - 20%

2. Arts Inquiry 25%

3. Visual Journal 35%

4. Manifesto 15%

**TOTAL**

**100%**

## GRADING PROFILE

A+ = 90 - 100	B+ = 77 - 79	C+ = 67 - 69	D = 50 - 59
A = 85 - 89	B = 73 - 76	C = 63 - 66	F = 49 and below
A- = 80 - 84	B- = 70 - 72	C- = 60 - 62	

## ASSIGNMENTS

Details of assignments will be provided by the instructor at the start of the course.

## OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

- Attendance:** Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry.
- In the event of an absence from class, the student will inform the course instructor.
- A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.
- Academic Responsibility:** Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.
- All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met
- Missed Assignments, Presentations, In-class Projects, Exams, and Quizzes** Students will be allowed to make up assignments, presentations, in-class projects, exams, and quizzes under the following conditions:
- If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate may be requested.
- Late Assignments:** All assignments are due at the beginning of the class on the due date. Late assignments will be accepted only under the following conditions:
- If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.
- Without required documentation all other late assignments will not be graded.
- Extenuating circumstances:** Submissions in writing will be reviewed by the Department. Based on the review, faculty may agree alternative arrangements with the following condition:
- Loss of 5 % per day
- Incomplete Grades:** "I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.
- English Usage:** All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission.

Professionalism: All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to ECEBC's Code of Ethics at all times.

Cheating & Plagiarism: Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.

Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.

Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences

The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" / No Credit on the course.

Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.

Emergency Procedures: Please read the emergency procedures posted on the wall of the classroom.