

COURSE OUTLINE		
TERM: Fall 2018	COURSE NO: EDUC 190	
INSTRUCTOR:	COURSE TITLE: Observing & Recording: Thinking with the E.L.F.	
OFFICE: LOCAL: E-MAIL:	SECTION NO(S):	CREDITS: 3
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional three hours of observation time in children's centres off campus, for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES/CO-REQUISITES

None.

CALENDAR DESCRIPTION

In the first part of the course, students will have opportunities to develop skills in order to observe, record and document the behaviour of young children. Students will begin to support and extend children's interests and play through spontaneous and planned inclusive activities. Interpersonal skills with adults and children will also be developed. During the practicum, students will use his/her daily Teacher Journal and sponsor teacher suggestions to reflect on his/her own significant learning. Based on observations, students will be able to begin to interpret children's engagements and develop responsive programming strategies.

COURSE NOTES

EDUC 190 is an approved Experiential course for the Cap Core requirements.

Students who receive credit for EDUC 175 and 176 cannot receive credit for EDUC 190 towards a credential in ECCE.

Prior to practicum placement, students must submit the following documentation in accordance with the Child Care Regulations: a resume, three references, criminal record check, medical report and TB test.

REQUIRED TEXTS AND/OR RESOURCES

1. Edwards, C., Gandini, L., & Forman, G. (2012). *The hundred languages of children: the Reggio Emilia Experience in transformation* (3rd ed.). Santa Barbara, CA: Praeger.
2. Reggio Children (2016). *The hundred languages of ministories: Told by the teachers and children from Reggio Emilia*. Worcester, MA: Davis Publication.
3. Government of British Columbia (2008). *British Columbia early learning framework*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development, & British Columbia Early Learning Advisory Group. <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>
4. Government of British Columbia (2008). *British Columbia early learning framework: From theory to practice*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development, & British Columbia Early Learning Advisory Group. <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>

For the observation visits to children's centres, transportation costs may be incurred. Students are required to use digital cameras for this course. All cameras must have the internet and GPS capabilities turned off while being used in this course.

RECOMMENDED TEXTS AND/OR RESOURCES

Van Manen, M. (2002). *The tone of teaching: The language of pedagogy*. London, ON: Althouse Press.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Comply with the ECEBC Code of Ethics and Tri-Council Policy principles in observations and practice young children.
2. Create detailed written and visual interpretive accounts of children's engagements.
3. Record children's engagements in a manner that honours their perspectives and explorations.
4. Develop skills with digital and print media to assist in observing, recording, and documenting children's engagements and learning.
5. Develop abilities to pay attention to the different webs of relation in which children exist
6. Demonstrate an ability to engage with the principles of a pedagogy of listening.
7. Critically analyze a variety of quantitative and qualitative approaches of observation.
8. Began to work with the practice of pedagogical narrations.
9. Begin to use critical reflection to support their learning as a student early childhood educator.

Students who complete this Experiential course will be able to do the following:

1. Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory.
2. Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles.

COURSE CONTENT

Date	Course Content
Week 1	Introduction to Observing and Recording
Week 2	Contextualizing Observing and Recording
Week 3	Critical Reflection and the Image of the Child
Week 4	Critical Reflection and the Image of the Teacher
Week 5	Teaching and Learning Through Relationships
Week 6	Teaching and Learning Through Relationships
Week 7	Pedagogy of Listening
Week 8	Pedagogical Documentation
Week 9	The Disposition to Document
Week 10	Pedagogical Documentation: Practice for Reflection and Democracy
Week 11	Pedagogical Narrations and the BC Early Learning Framework
Week 12	Pedagogical Narrations – Engaging in the Process
Week 13	Pedagogical Narrations – Engaging in the Process
Weeks 14 &15	Final Exam Period

*Students are responsible for doing all assigned readings prior to class. Students are also responsible for checking the course Moodle site on a weekly basis as readings may change as we move through the course.

EVALUATION PROFILE

Written Assignments	10 – 20 %
Pedagogical Narrations	10 – 60 %
Participation	0 – 10 %
Presentations	0 – 30 %
Final Exam	0 – 20 %
Total	100 %

NOTE: No single evaluation component will be worth more than 35%.

ASSIGNMENTS

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus and Moodle site for a detailed breakdown. All assignments must be submitted in order to complete the course and receive credit.

Written Assignments

This course will include a combination of short written assignments (e.g. reading responses, primary source analysis, and article review) and/or longer assignments such as a research papers or literature reviews.

Pedagogical Narrations

Students will engage in participant observations with children and in order to obtain artifacts that reflect ordinary moments in the children lives (e.g. photos, children's drawings, running record and so forth). These artifacts will be used to create pedagogical narrations as understood in the BC Early Learning Framework (curriculum framework for early childhood educators in BC) Detailed instructions will be provided in-class and on Moodle.

Participation

Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions, listening attentively during lectures and when other students are speaking, and participating in all activities with an open and inquisitive mind.

Presentations

This course may include a presentation component, which may be an individual or group assignment (e.g. in-class debate, academic poster, research presentation, small group facilitation). Detailed instructions will be provided in class and on Moodle.

Final Exam

The course may include a final exam that may be drawn from all class materials. The final exam may be cumulative (please consult with your instructor). The format of the exam (e.g. written work or oral presentation) will be shared in the class and details provided on Moodle. The final exam will be scheduled at a date to be determined by the Registrar's Office. Please plan to be available to write the final exam at any point during the final exam period. If you must make travel arrangements, assume that the final exam will be held on the final day of the exam period, and plan accordingly.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand. Late assignments will receive a 5% deduction in grade for each day they are overdue.

Missed Observations/Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance

Students are expected to attend all classes and associated activities.

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.

Students are advised that they are expected to be present and available during the entire exam period. Exams may be scheduled at any time during this time frame. In rare circumstances, exams may need to be rescheduled due to weather or other unforeseen factors. Travel plans must be made outside of the exam schedule.

This pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

Punctuality

Punctuality is essential given the professional nature of this program.

Lateness will be assessed in the same way as attendance. Being late for more than 10% of classes will result in a faculty review.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. It is expected that APA referencing conventions are used for all ECCE assignments. All assignments are expected to adhere to APA stylistic guidelines for avoiding bias in language use and are to be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework.

Electronic Devices

Students may only use electronic devices when prompted by instructor. Exceptions apply.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication

between Capilano University and students is delivered to students' Capilano University email addresses only. Instructors will attempt to answer emails within 48 hours, weekends excluded.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>

Capilano University Security

Download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

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.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing

aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or another students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including [B.401 Sexual Violence and Misconduct Policy](#) and [B.401.1 Sexual Violence and Misconduct Procedure](#).

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

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