

Course Development Project—Final Report NAME

Course Background

The purpose of ECE - 202 Foundations of Child Development course is for students to *Integrate knowledge of child development as part of your developing personal practical knowledge for teaching*. It is taken by Education Majors only at the beginning of both Early Childhood and Elementary Education programs and has a pre-requisite of SFL 210 - Human Development where theories of child development have been learned. Students have not had practicum experience as this comes in future courses and this course provides theoretical preparation with specific reference to teaching using developmental theory.

I was asked to teach this course which was already developed and is also taught by two other people during the year so needs to remain essentially the same. I was able to add a reflection component (highlighted below) which relates to a further program outcome.

Learning Outcomes

1. Create one or more learning interactions that illustrate your understanding of how children learn and develop, and that support an individual child's intellectual, social, or personal development.
2. Use multiple learning strategies to facilitate students' learning and critical thinking.
3. Demonstrate becoming-teacher confidence and persistence through ongoing reflection in class activities and your visual journal.

The course learning outcomes link with what is most important for students to learn within the context and purpose of the course, and connects to some outcomes of the program necessary for licensure. As highlighted below, aspects of teacher education and being professional when working with young children are covered and taught. Developmentally Appropriate Practice (DAP) is promoted by the National Association for the Education of Young Children (NAEYC) and this course uses National and State standards and curriculum (including the Utah Core) to engage with theory to support teaching of young children in effective ways with consideration of developmental domains. This leads to further engagement with theory and connections to DAP in subsequent courses in teacher education and practicum and student teaching at a later date.

Program Outcomes: Elementary and Early Childhood Education

1. Learner Development

The teacher candidate understands cognitive, linguistic, social, emotional and physical areas of student development.

2. Learning Differences

The candidate understands individual learner differences and cultural and linguistic diversity.

8. Reflection and Continuous Growth

The candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Course Activities

Through a variety of activities the students investigate and analyze developmental domains with respect to teaching and learning and DAP (outcome 1). Discussions of readings from textbooks and research papers, done as homework tasks, have them think about how teaching using DAP and understanding children's development supports growth and development across all domains (outcome 1). Posters, Benchmark lists and PowerPoint slides created in small groups (which models practice in schools) apply this knowledge to support learning and critical thinking. These are used to assess understanding of multiple learning strategies(outcome 2).

Using a visual journal (outcome 3) students reflect each week using a variety of learning strategies and critical thinking that can be used in the classroom (outcome 2) to develop further understandings and use ways that children employ for learning. This gives experience in analyzing, applying and reflecting which are professional dispositions for teachers (outcome 3).

Assessments

See Appendix A for sample assessment tasks.

The readings, sharing and discussion each session, posters, Benchmark papers, PowerPoint creation and presentation, use of a variety of materials and methods to model practice in schools, reflection in written and visual means and hands on workshop activities provide practical understandings and model classroom best practice. During sessions as students work in their groups I have many opportunities to develop close relationships with them and so offer guidance and constant feedback to facilitate their learning. I model the practice that is used in early childhood and elementary classrooms and make pedagogical choices to support my student's learning and discuss this with them to relate to their future practice.

In addition to the materials in the textbooks I use up to date journal articles to extend thinking about teaching children. This supports a connection of theory/practice, which is current best practice in early childhood education to support children's growth and development in all areas.

Quizzes and exams

There is a quiz for each session for daily points which includes class participation and reading assignments and then 4 exams which are produced and provided for assessment with the textbook and delivered online. The results from the top three scores are included in student final grades (outcome 1 & 2).

Culminating assessments

Students work on a group project which includes 3 age groups with developmental benchmarks listed and understandings of how development occurs and effects teaching across domains, curriculum, developmentally appropriate practice and lesson ideas combine in practice. These are PowerPoint slides that are presented peer to peer and the final one presented to the class (outcome 1 & 2). Each of the 3 age group developmental benchmarks and PowerPoint slides are assessed and graded.

Ongoing assessments and feedback

Each week students participate in workshop activities that are assessment as/for learning and submit the above list of developmental benchmarks for each domain and ideas for teaching in a PowerPoints for each of three age groups. In addition, students create a toolkit of all materials from class to support their future teaching practice. (outcome 1).

Aspects of reflections are informally assessed as I work with students each week and formally presented for end of semester evaluation and a midterm paper uses the reflective journal to present student learning in the course (outcome 3).

Through the use of a range of strategies for learning and assessment I am able to provide sufficient opportunities for students to demonstrate achievement of the learning outcomes. In addition, due to the many opportunities for revising and attending to ongoing feedback, mastery learning is employed; for example, as students repeat the tasks with different grade levels.

These assessments adequately measure the achievement of each course learning outcome as students work with the developmental benchmarks and concepts and principles of DAP they now understand (outcome 1) to create specific examples of learning for various grades (outcome 2). Their reflections (outcome 3) are used to support their presentation of learning in the course and used in the final presentation.

Student Achievement of Learning Outcomes

Student scores are typically quite high in this course which indicates that students have achieved the learning outcomes. Due to the application of mastery learning each student has multiple opportunities to enhance their understanding and to apply the DAP principles.

Outcome 1: The students learn and investigate developmental domains and benchmarks and use this in application with different grades and core curriculum to develop lesson ideas. Appendix B-1 example PowerPoint shows student presentation of DAP principles linked to Developmental benchmarks, Core standards and lesson ideas. This applies understanding of DAP.

Outcome 2: Appendix B-1 slides demonstrates connections with approaches for learning (eg. Multiple Intelligences and Bloom) that engage young learners and support critical thinking.

Outcome 3: Teacher dispositions and learning are reflected on and presented. See Appendix B-2 where the student clearly reflects on her learning. She asks new questions "What CAN this baby do?" to show thinking with and also beyond developmental domains and boundaries to really support growth and learning. This demonstrates deep thinking and critical analysis of course materials and concepts.

Steps Planned or Taken to Improve Teaching and Student Learning

My analysis of student performance shows that students are achieving the outcomes and most do extremely well. I would hope that as future teachers that they thoroughly learn and apply the concepts and have effective strategies and ideas for teaching young children. Every effort is made to have each of them understand how children learn, effective methods for learning (including DAP) and to have students think critically.

Feedback from students has led to alterations in tasks and explanations and further examples for my practice being shared to connect theory and practice as students requested this. Peers, and supervisors were very clear that my teaching is effective: Ken Plummer commented on my rapport with the students and the use of a variety of workshop techniques to engage the whole class, small groups and individuals; Tim Morrison and Erika Feinauer (my peer teaching mentors) have both affirmed techniques I use in teaching classes and relationships with students. In addition, they have given suggestions to support my reflection on class materials, methods and assessments that I am happy to implement to consider the most effective ways to teach these students.

I have taken steps to improve my teaching by having Ken Plummer from TLC attend class and give feedback. I have also supported enhanced student learning by more detailed explanations for assessments and making sure to have students feel comfortable to approach me by developing relationships each class. I learn their names more quickly and speak to each of them every session and ask if there is anything they need clarified. These changes led to students reporting better understanding of the course in evaluations midterm and end of semester. I will continue to collect information and evaluate the effectiveness of teaching methods, learning activities, assessments and course materials both during and at the end of the semester by using the mid-course evaluation tool and reflecting on end of semester evaluations.

Scholarship Strategies Project— Final Report

My scholarship focusses on arts based research with postmodern and critical perspectives in early childhood education including embodied learning, integrated curriculum, and education through art.

Following on from my Doctoral work, I am publishing in early childhood education, qualitative research, and education through art outlets. This is building on the arguments, methodology and theory of that research and applying some of the findings to opportunities for new research with those teaching using the arts.

Scholarly goals planned to complete by February 2018.

1. Three papers submitted with one under review.

Three papers submitted- one published and two under review or in press.

Coleman, K., Barrand, K., Radford, L., Smith, T., Hannigan, S., Chapman, R., **Peterken, C.**, Thompson, S., Saura, A., Patakay, G., Shin, R., Vella, R., & Munoz, E. (in review) How democratic is the internet in post-internet art education. *The Magazine of Education Through Art –IMAG*, 6.

Peterken, C. (in press). Weaving theory/practice for art as knowing in early childhood education. *Journal of Social Theory in Art Education*.

Peterken, C. (2017). Fragments from/of child art. *VIS – Revista do Programa de Pósgraduação em Arte da UnB* 16(2) ISSN- 1518-5494 e ISSN (versão eletrônica) – 2447-2484.

2. Submit a CITES grant proposal to work with the BYU ARTS Partnership.

Submitted – unsuccessful.

3. Attend and present at conferences and publish from these and my Doctoral work:

- a) 3rd Critical Autoethnography Conference Melbourne, Australia. *Promoting pedagogy that supports children's varied lives with my precarious positions*. Summer 2017: Present at Critical Autoethnography Conference. Spring 2018: Paper prepared.
- b) 35th World InSEA World Congress 2017, International Society for Education through Art, Daegu, Korea. *Children in focus: Digital photography in early childhood*. Summer 2017: Present and complete draft of paper for submission Spring 2018. *Productive encounters with the arts for becoming teacher: intellectually enlarging and spiritually strengthening*. Summer 2017: Present and write draft. Submit Summer 2018.

4. Maintain and develop critical friends in my colleagues

Kendra Hall-Kenyon, Roni Jo Draper, Erin Whiting, Dan Barney, Mark Graham.

I sought their counsel on areas of mutual interest, asked them to review sections of my pre-publication materials, and sent representations of my scholarship.

5. Begin and develop conversations with experts in my field.

Rita Irwin, Mindy Blaise.

I sought their counsel on areas of mutual interest and discussed their scholarship in relation to my work.

In addition to the above I am currently preparing an IRB to research with the BYU ARTS Partnership.

Success is shown by publications, collaboration with colleagues in research and publications in high quality journals as listed above.

I have achieved success in accomplishing my scholarly goals as evidenced by the products in print and under review (see above). Further papers are in process that are being prepared from my conference presentations (see above). I have also been accepted to present at AERA in April 2018: *Possibilities in photographic living inquiry with very young children*. I have a paper from this presentation to revise and then submit to a tier 1 or 2 early childhood journal following AERA.

Applying the strategies I targeted to enhance scholarly productivity has given me some useful strategies. In particular I have learned that it is most efficient to have publications from conference presentations drafted as I prepare and present at each conference. Feedback from conferences also helps me to hone publications. The conversations I have sought with peers and experts in my field have led to enhanced opportunities for publications and suggestions for effective research outlets.

Citizenship Project—Final Report

I had two main strands to my citizenship goals:

1. Faculty colleagues.

- a) Regular Devotional attendance with colleagues

I will get to know colleagues and discover commonalities through walking and attending together.

I found that this has enhanced relationships and supported understanding of personal and research based aspects of our work and lives.

- b) Establish a regular time to discuss specific readings on various teaching issues with colleagues.

In reading papers and discussing these we can connect and extend our interests and together support one another and our early childhood education students.

Taking time to connect our interests and support students has given opportunities to notice areas for collaborative research. This has led to my recent involvement in ECE research with colleagues and students. I have also shared areas of concern with teaching that opened to different ideas for supporting student work and assessment.

2. Foster the habit of regularly reaching out to form valuable collaborations and associations.

- a) Offer my reviewer services

I can offer my services to a journal I have published in.

Offering services to journals I have published in, especially major publications in my field gives more understanding of journal requirements, work that is published in my field and opportunities to publish. Through active participation in AERA as a possible reviewer and chair/discussant I am increasing my understanding of ECE and education through art as well as having opportunities to be known by my peers.

- b) Visits to the lab school, school district and support for BYU ARTS Partnership programs.

This will allow me to understand the local education context and develop relationships with those in the local area to better serve them.

Through visits to the lab school and conversation with staff there I have more awareness and understanding of that context and am getting to know colleagues.

I have attended Arts Academy Leadership sessions over 12 months and developed strong ties with ECE teachers in the school districts that are using the arts for teaching and learning.

- c) Arrange to meet colleagues working on similar scholarly activities at conferences to compare notes and discuss possible opportunities for collaboration.

I will develop relationships with those in my field internationally through conferences and find opportunities to collaborate with them on projects.

I attended two international conferences in 2017, and am collaborating with a number of international colleagues. This has led to a publication in review with one group of researchers, and to a current research project with two Australian colleagues that will be presented at an international conference and be published in a well-regarded outlet in Fall 2018 with myself as lead author.

Appendix A

Sample assessments:

Mid Term

The mid-term exam is a 1200 word reflection on your learning in the course connected to DAP. Use your journal to prompt and support your writing with academic references in APA format.

Pre-K and K: Group Developmental Benchmark Assignment (60 points)

WHAT IS A BENCHMARK: A benchmark is defined as an idea or point of reference against which things may be compared or assessed. Think of this as a process or developmental continuum rather than an end point or fact.

- When thinking about an activity, **a benchmark is what is happening developmentally that allows the activity to be successful.** Further, If a child is not able to meet a particular standard, there is often an underlying developmental (benchmark) delay.
- Often times general facts are key to development. For example, “preschool age children tend to be overly confident in their abilities.” This is a statement of fact but can easily be turned into a benchmark by talking about what is happening developmentally and/or how this information impacts a classroom setting – this additional information allows you demonstrate your knowledge of child development. Here are a few examples of how you could tweak this fact to become a benchmark:

- Piaget’s pre-operational stage of development reminds us that children are only able to consider things from their own point of view and thus they assume that everyone shares their particular opinion. This is one underlying reason children are viewed as overly confident in their abilities. As a teacher, I must understand that preschool age children will all want to share ‘their answers’ to any questions asked because all answers are the same. Another classroom implication may be that a child might have difficulty listening to a suggestion from a peer on how to build a block structure because ‘why would anyone have a different idea of where to put one block?’

Description: List the key developmental benchmarks for three to five year olds in a 1-2 page paper. The point is to create a user-friendly reference list to help narrow down the large scope of development and thus help guide instruction.

- The developmental benchmarks list will only include the physical, cognitive, to social, and emotional domains for three to five year old children. (Information within the ‘whole child’ section will serve as a foundation to build your powerpoints.)
- List the benchmark name (e.g. a fine motor skill; identify beginning sounds; etc) and provide enough information to be clear as to its meaning. Be sure to state it in such a way that the list is understandable and free of educational jargon.
- Include references from your book OR online resources and cite in APA format. These references need to be cited throughout the paper so that we know where the benchmarks in your assignment were found.

- If you have questions about how to use APA format, please refer to this website:
<http://owl.english.purdue.edu/owl/resource/560/01/>.
- The final document will be 1-2 pages - single spaced with a minimum of ½ inch margins.

Evaluation Rubric (60 points) -

Points /60	Criterion	Absent	Weak, incomplete	Adequate	Comprehensive & Complete
/14	List and explain physical developmental benchmarks	0	1-3	4-9	10-14
/14	List and explain cognitive developmental benchmarks	0	1-3	4-9	10-14
/14	List and explain social developmental benchmarks	0	1-3	4-9	10-14
/14	List and explain emotional developmental benchmarks	0	1-3	4-9	10-14
/4	Meets page limit requirements Cites book <u>AND</u> online resources Attends to grammar, punctuation, & syntax	0	1-2	3	4

Grades 1-3 Group Project (100 Points)

- **Each group will do this assignment together and turn in ONE final assignment.**
- Refer back to your assigned specific grade level to focus on for this assignment – first, second, or third grade.
- Design **four separate lessons taught in centers/small groups** for your assigned grade level.
 - For each center, *address one developmental benchmark* per domain so that all **four** developmental areas are covered in your group powerpoint (i.e. physical, cognitive, social, and emotional).
 - For your assigned grade, find at least one objective per center from the Utah Core Curriculum that works with your benchmark.
 - Focus on this link to address cognitive and physical domains -
<http://www.uen.org/core/>
 - Focus on this link to address social and emotional domains -
<http://www.uen.org/core/k-2/ilo.shtml>
- **For each benchmark write on the slide or in the note section:**
 - Explain what is happening developmentally to allow this benchmark to be evident in this age group. Avoid educational jargon.

Explain **what is happening** developmentally so that one can see the development behind the activity. See an example in the “Fine Motor Development” handout given out in class during the pre-k/k physical lecture. The first two paragraphs teach how fine motor development occurs. The authors go on to articulate further in the article how development is encouraged, aided, and/or reinforced in developing the pincer grip, pencil grip, or scissor grip. This is a great guide for this piece of the assignment.
 - Classroom activity:** Plan a small or whole group lesson that teaches to the benchmark.

- **TEACHING MOMENT:** Identify what or how you will teach to this benchmark before the children apply or experience the benchmark and core. For example, if your goal is to teach cutting... you need to teach how to cut and not just give them scissors to practice cutting. **The practice comes AFTER the instruction.** Your knowledge of child development comes in how and what you teach!
- **ACTIVITY PROCEDURES:** Write enough procedural details (brains-on-paper) and materials to outline exactly what you are teaching and what the children will do within this activity. For example, if talking about a lesson, put enough information that a stranger could read your slide and walk in to a class to teach it.
- Identify and explain how this lesson promotes development. You can answer this question in a few different ways. **Be sure to cite support from your readings.**
 - Refer to the grades 1-3 cognitive lecture to discuss how your lesson is active AND meaningful.
 - **OR** You may connect back to one of the 6 principles of early childhood curriculum discussed in the grades 1-3 cognitive lecture to support how your lesson is meaningful.
 - **OR** connect to the 12 principles from the Intro to DAP lecture.
 - **REMEMBER:** This answer is more than just restating the principle or saying 'it's hands-on so it's active and meaningful'. This section allows you to celebrate your knowledge of development.
- c. Address how your lesson is open-ended enough so that you meet the developmental levels of all your students. You are welcome to focus on how your lesson addresses different learning styles or how it meets the needs of those who fall on the lower and/or higher end of the developmental continuum. In other words, how will you help someone who is struggling or who has mastered this benchmark still have a meaningful experience.

Parent/Home activity: Plan a homework activity that will reinforce what you've taught at school.

- **TEACHING MOMENT:** Teach the parents what the benchmark is and how they can explain it to their child. In other words, give them the "**what is happening developmentally**" piece so that parents see the development behind the activity you are encouraging them to do at home. In other words, assume a parent does not know development... what information will they need to teach this skill before the child experiences it with the activity you've outlined.
 - **ACTIVITY PROCEDURES:** Plan a home-extension activity that parents can do at home to teach or reinforce each benchmark. This is **NOT** duplicating the same activity in your center but one that builds or connect off of the topic taught in class. Provide enough detail that anyone could implement without you telling him or her what to do.
- Include references from your book **and** online resources and cite in APA format. (These

references need to be cited throughout the presentation so that we know where the information in your powerpoint came from specifically.)

- Any information taken from the book or any online resource needs to be cited. You do not need to cite activities that you came up with on your own.
- If you have questions about how to use APA format, please refer to this website: <http://owl.english.purdue.edu/owl/resource/560/01/>.

Description for Presentation

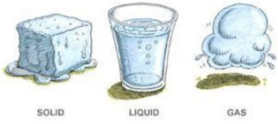
- Present a **10-15 minute** PowerPoint that you will present to another group explaining your 4 centers. This presentation must include a title slide (with the names of every group member), slides containing the information outlined in the project description, and a references slide. Your total presentation should be **10-25 slides**.
- A student who hasn't presented yet will present the PowerPoint to other groups in the class.
- The point of the presentation is not to read the slides verbatim but to present your information and discuss what went well and what could be fixed, for future PowerPoints, with the group you presented to.

Appendix B

Student work samples:

B-1.

LESSON #1



SOLID LIQUID GAS

Core Curriculum:

Science Standard 1, Objective 1, Indicator D

Understand temperature and how it affects the different states of water. Have them collect data and record temperatures of water.

Physical Education Standard 4, Strand 2, Indicator 3

"Combine movement concepts with skills in small group (3-5) activities and/or dance."

2 BENCHMARKS/ 2 DEVELOPMENTAL DOMAINS

Emotional Development:

"They have a strong desire to belong to a group and to fit in and may be more susceptible to peer influence and peer pressure" (Lee).

Cognitive Development:

"Starting at about age nine, "children are able to write and read skillfully and will be able to express themselves using complex and sophisticated vocabulary and ideas," (Lee, 2014).

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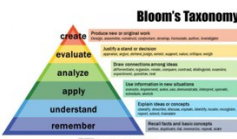
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GARDNER'S MULTIPLE INTELLIGENCE

"Bodily-kinesthetic" use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects." (Carla 2017).

BLOOM'S TAXONOMY LEVEL



Connects to Remember level: The students have to draw on previous knowledge about water and the fact that water comes in many forms (gas, liquid, and solid). They may not know the scientific terms but know that frozen water is ice.

Connects to Analyze level: The students have to analyze the different states of water brought in and take temperatures and record data. They will compare and contrast the different states of water through examination.

HOW DOES THIS LESSON PROMOTE DEVELOPMENT?



Developmentally Appropriate Practice #9

- "Always mentally seeking to understand the world around them, children learning in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all these kinds of learning."
- This lesson helps to promote development by involving students in that physical movement, body-kinesthetic way, giving them the opportunity to explore and learn more about balance, spatial awareness, and more.

B-2.

June 19, 2017

ECE 202

Visual Journal reflection

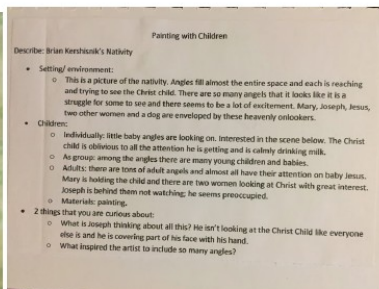
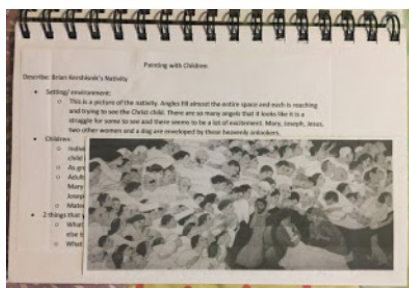
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From the very beginning of this class we learned that there are benchmarks that outline for us the natural developmental sequence that babies follow as they grow. These benchmarks are very helpful for teachers in order to help provide teaching that is developmentally appropriate. It helps educators to assess how to help children who are above or below the benchmark continue to develop in a healthy, productive way.

This visual journal entry was inspired by

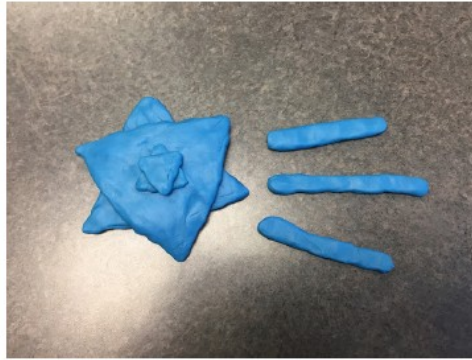
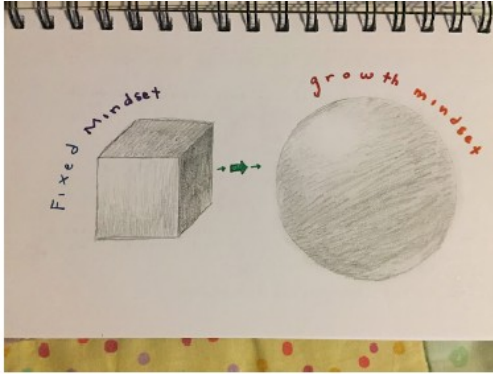
the video called *Babies*. Many people focus on what a baby can or cannot do. They look at the baby's development and pick out what they baby is lacking. This movie helped emphasize a different question however, What CAN this baby do? Babies and children from different cultures and places have different childhoods and experience different parenting styles. They are influenced by the different ways of life and beliefs that the people around them have. Yet despite these differences, all the babies hit all the developmental benchmarks (such as crawling, sitting, walking, talking, etc.) Their different journeys all led them to the same ending. It is important to remember that the qualities or developmental things that we as a society put an emphasis on is what the child will develop quickest.



My second visual journal was on a painting that is centered around a child. The painting is Brian Kershisnik's Nativity. With all the angles and the whole focus of the painting on the Christ child it reflects the importance that young children in general have in society and especially in religion. As teachers, it is important to remember each child's divine potential and importance. This encourages me to teach in an uplifting and positive way to help the students have the desire

2

to reach that potential. In the text book *Child and Adolescent Development* by Bergin, it talks about scaffolding the students' learning. This is when teachers help their students understand and acquire skills that would otherwise be just out of the range of their ability by guiding and teaching strategies and then gradually letting the student do more and more on their own (Bergin p. 124). God teaches us through Scaffolding precept upon precept and I want to follow that example of teaching and guidance in my future classroom.



These last two visual journals I made while reflecting over all that I had learned throughout this class. Something that stuck out to me is that much of the time teachers treat their students in a fixed mindset style. Throughout the semester we learned that children have so much potential if given the chance to shine. The text book supports this view by explaining that teachers should teach in a way that shows the students that they believe that "ability is changeable and can be developed" (Bergin p.577). It goes on to explain that children taught in this manner will have

6

higher achievement, greater persistence in the face of obstacles and intrinsic motivation. One way I plan to do this is to praise my students for their effort and hard work, not their talents. This way of praising the students helps them realize that they have control over their achievements based on the effort they put in.