

**HUMBEHV 2M03**  
**Learning Environment 1**  
Fall 2017

Professor: Nicola Facchini

[facchinn@mcmaster.ca](mailto:facchinn@mcmaster.ca)

Office Hours: Tuesdays - 11:30am – 12:30pm (or by appointment)

**Lecture:** Tuesday, 8:30 – 11:30 am, BSB 120

**Note:** In this course, we will be using Avenue to Learn. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

**Course Description:** Plan, organize, implement and evaluate program ideas and activities. With the importance of play as a means for learning in mind, develop a repertoire of resources by setting up an engaging and stimulating learning environment, and learning how to present activities to young children.

**Course Learning Outcomes/Elements of Performance and Relationship to Vocational Learning Outcomes**

When you have earned credit for this course, you will have demonstrated the ability to:

**1.) Examine the importance of play as a means of learning.**

- 1.1.) Analyze the theories and categories.
- 1.2.) Discuss the teacher's role in facilitating play.

**2.) Plan developmentally appropriate activities based on the interest of the child following the Activity Plan and**

**Planning Chart format.**

- 2.1.) Compile a five-day Planning Chart for a Learning Centre.
- 2.2.) Discuss the importance of observation.
- 2.3.) Plan a small group activity following the Activity Plan format.

**3.) Design a developmentally appropriate learning environment.**

- 3.1.) Design a floor plan layout of a learning centre.
- 3.2.) Analyze the functional aspects of planning the learning environment.
- 3.3.) Research and elaborate on the interests of children.

**4.) Explore the properties of art media while expressing personal creativity through art and movement.**

- 4.1.) Identify the developmental stages of art.
- 4.2.) Classify types of art media.
- 4.3.) Discuss the functional aspect of the learning area.
- 4.4.) Examine the components of creativity through art and movement

**HUMBEHV 2M03**  
**Learning Environment 1**  
Fall 2017

**Relationship to Vocational Learning Outcomes:** This course contributes to your program by helping you achieve the following Vocational Learning Outcomes:

**Early Childhood Education**

**VLO 1** Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children and groups of children's observed abilities, interests and ideas.

**VLO 3** Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.

**VLO 4** Establish and maintain responsive relationships with individual children, groups of children and families.

**VLO 5** Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.

**VLO 6** Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.

**VLO 10** Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields.

**Required Texts:** These are available at the university bookstore.

Crowther, I. (2016). *Creating Effective Learning Environments*. Toronto ON: Nelson Education Ltd.

**Required Resources:** These are available on-line at no cost.

Best Start Expert Panel on Early Learning. (2007). *Early learning for every child today: A framework for Ontario's early learning settings*. Retrieved from:

<http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf>

Clinton, J., Callaghan, K., Baird, L., Coughlin, A.M., Shanker, S., Wien, C.A., & Underwood, K. (2013). *Think, feel, act: Lessons from research about young children*. Toronto, ON: Queen's Printer for Ontario. Retrieved from: <https://www.edu.gov.on.ca/childcare/ResearchBriefs.pdf>

College of Early Childhood Educators. (2017). *Home*. Retrieved from:

<https://www.college-ece.ca/en>

Government of Ontario. Ministry of Education. (2014). *How does learning happen? Ontario's pedagogy for the early years*. Toronto, ON: Queen's Printer for Ontario. Retrieved From:

<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

**HUMBEHV 2M03**  
**Learning Environment 1**  
Fall 2017

**Course Evaluations:**

1. **Dry Tactile & Water Play - 10%** Questions will be posted on Avenue to Learn. Submissions will be made to the dropbox.
2. **Online Quiz – 15%** Stages and Theories of Play.
3. **Online Final test – 20%** Short answer questions related to the Learning Environment
4. **Skills Test – Activity Planning for Small Group Experiences – 15%**

***To complete this assignment:***

Implementation and/or facilitation of a small group experience with children requires planning. A written “*Activity Plan*” is an essential component of the planning process. Creating detailed and descriptive activity plans is a skill that requires practice. This ‘skills test’ will measure and develop your ability to effectively plan a small group experience for children.

As a group, plan (*using the activity plan format*) a small group experience. The group will implement/facilitate their plan during class time. Please follow the instructions below to complete this skills test:

1. Explore the items in the ‘goodie bag’ provided to your group.
2. Collaborate with your group to determine an age group and observation focus/ interest that would support the use of the materials as a small group experience with the children.
3. Once the observation focus has been determined, review the ELECT document to determine an emerging skill that you will further develop for your chosen age group.
4. Collaborate to plan a small group experience using the materials provided. (*water play, dry tactile, music or storytelling*)
5. Prepare a detailed, descriptive activity plan. (*consider beginning, middle, end as well as the pacing of the activity*)
6. Practice facilitating the activity in preparation for your demonstration to the class.
7. Present the small group activity to the class.

**During the presentation, the group will:**

1. Identify the age group for whom the activity is planned.
2. Clearly state the observation focus/interest for your plan.
3. Identify 2 possible follow-up activities to support the plan.
4. Implement/facilitate the plan. (*you may invite other participants if you wish*)

**Groups will be evaluated on:**

1. a clearly stated observation focus.
2. the developmental appropriateness for the selected age group.
3. a completed activity plan.
4. the implementation of the activity – demonstrating a clear beginning, middle and ending.
5. the pacing of the activity.

**HUMBEHV 2M03**  
**Learning Environment 1**  
Fall 2017

**5. Learning Environment Assignment – 40% (15% Team/25% Individual)**

**To complete this assignment:**

1. *Form teams.* Each team will complete a contract outlining all team members' responsibilities. As the team meets to collaborate, it is important for each team to record attendance and participation of each member. This record will be used as a measure of each team member's level of participation should there be any discrepancy or conflict. Copies of the Contract and Team Meeting Attendance Form are available on Avenue to Learn.

2. **Each member of the team is required to complete an observation of your chosen age group.** Please note: in the Mohawk Library (on reserve, in library use only) preschool videos are available for you to use for observations. Observations may also be obtained at your placement centre for either preschool or school age children.

3. Meet with your team to review all the gathered observations. Identify all the interests evident in the observations. From this list, **choose one interest** and brainstorm ideas and questions to create an **Interest Web**. Think big!! What do you already know about this interest? What questions do you have?

4. Research the interest for further information and to answer your questions. Provide a bibliography/reference of books and websites used for your research. Following this additional research, add any new information, answers to questions or perhaps additional questions that have been generated to the Interest Web. The next step is to create a **Planning Web** based on the determined interest. All five (5) of the required learning areas will be incorporated on the planning web - **Music, Dramatic Play, Shelf Toys, Library/Listening, Creative Art area.**

5. Design a Floor Plan- which includes the five (5) learning areas. This floor plan will include a legend that is easy to follow. Remember to consider types of flooring, windows, entrances and exits, loud and noisy areas, centres that can be beside each other. The floor plan is to be created on 8 1/2 X 11 paper.

6. Collaborate to plan all the activities/materials provided for all the 5 learning areas.

**Evaluation Criteria for this Assignment:** (for further information refer to Assignment Grade Criteria posted on Avenue to Learn)

To complete the **Team component** of this assignment, each team will submit the following: (15%)

1. Team work - Contract & Team Meetings Forms (distribution of responsibilities, participation at meetings)
2. Interest Web
3. Planning Web
4. Floor plan
5. Bibliography

To complete the **Individual component**, each team member will submit: (25%)

1. Submit an observation (appropriate format, detail) of the assigned age group.
2. Complete a detailed Five-Day Planning Chart of one Learning Area based on the interest chosen by the team.
3. Rationale/description of your role as facilitator included on the planning chart

**HUMBEHV 2M03**  
**Learning Environment 1**  
Fall 2017

***Please note: Although individual team members may be assigned specific portions of this assignment, it is important that your team meets regularly to update progress and to ensure cohesiveness and organization in the content***

**Written Work and Late Submissions:**

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. More details about the marking scheme are posted on the course website. All assignments must be properly referenced, using APA style for referencing; examples can be found at McMaster University Library-Guides. Students are encouraged to visit the Centre for Student Development to improve their essay skills. For information about the Writing Clinic and the Centre's other services, visit the Centre's website:

<http://csd.mcmaster.ca>

All written work must be submitted on the due date in the method indicated above. Do not submit assignments by email. Late assignments will be penalized 5% a day (weekends will count as one day). Late penalties will not be waived unless your Faculty/Program Office advises the instructor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

In this course, we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

**Academic Integrity:**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

**HUMBEHV 2M03**  
**Learning Environment 1**

Fall 2017

Attention is drawn to Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy. Any instance of Plagiarism will be dealt with in the most severe terms allowable by the Senate Policy on such matters. For example, there may be some of you that choose accidentally, or on purpose, to do very similar topics (e.g., visual contributions to speech, haptic influences on flavour, olfactory effects on mate selection). I will be reading every written presentation and any indication that identical work (images, words, figures, etc.) has been submitted by more than one student will be investigated. It is required that you reference all primary sources using APA format. It is also acceptable to acknowledge contributions from other class members in terms of feedback provided, ideas discussed, or even for moral support. You can do this through an acknowledgments section in your article, or through the reference section using the (personal communication) citation. It is perfectly acceptable and encouraged to discuss your project with other students, just **be sure that what you are submitting is your own work.**

**Academic Accommodation of Students with Disabilities:**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca) For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

**Grading Policy:**

The instructors reserve the right to adjust final marks up **or down**, on an individual basis, in the light of special circumstances and/or the individual's total performance in the course. Students will be assigned a grade from the McMaster University Grading Scale between 0 and 12 based on an overall assessment by the professor on the work submitted. It is expected that to pass the course, the student will achieve a passing grade on both the Final Exam and the Term Project. All written work will be evaluated on grammar/spelling, clarity of writing, presentation, and organization.

**McMaster University Grading Scale**

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

<http://www.mcmaster.ca/policy/Students-AcademicStudies/UGCourseMgmt.pdf>

**HUMBEHV 2M03**  
**Learning Environment 1**  
 Fall 2017

**4.0 LEARNING ACTIVITIES**

*Tentative schedule – field trips and guest speakers are not yet confirmed.*

Week	Date	Activity Type	Activity Details	Resource Bank	Learning Outcomes
1	Sept. 5 <sup>th</sup>	<b>Overview of the course</b>	Introductions – Getting to know one another  “What is Play”	<u>Chapter 1</u> – “Creating Effective Learning Environments”	L001
2	Sept. 12 <sup>th</sup>	<b>Role of Play</b>	Storytelling demonstration  Lecture: <ul style="list-style-type: none"> <li>• Theories</li> <li>• Styles</li> <li>• and Categories of Play</li> </ul>	<u>Chapter 1</u> – “Creating Effective Learning Environments”  “How Does Learning Happen – Ontario’s Pedagogy for the Early Years” pgs. 3 - 22  Videos/Online notes	L001
3	Sept. 19 <sup>th</sup>	<b>Observation Skills</b>  <b>Teachers Role in guiding play “Climate” in the classroom</b>	Storytelling demonstration  Observation: <ul style="list-style-type: none"> <li>• what to look for</li> <li>• inferences</li> </ul> Large group discussion	Video resources  <u>Chapter 1</u> “Creating Effective Learning Environments”  “How Does Learning Happen” pages 23-45 Avenue to Learn notes	L001
4	Sept. 26 <sup>th</sup>	<b>Play Quiz (15%)</b>  <b>Blended Learning Exercise (10%) (Dry Tactile /Water Play)</b>	<b><u>Online Class Tasks:</u></b>  <b>Quiz is open until 8pm</b>  <b>Read Chapters 4 &amp; 5 of the text. Watch the video links posted.</b>  <b>Respond to the questions posted in the content area.</b>  <b>Submit your responses to the dropbox by 11:59pm.</b>	Video links  <u>Chapters 4 &amp; 5</u> “Creating Effective Learning Environments”  Avenue to Learn notes	L001  L002
5	Oct. 3 <sup>rd</sup>	<b>Guest Speaker Jan Smith – Affiliated Services for Children &amp; Youth (ASCY)</b>	<b>Please note: Class will begin at 9:00am today.</b>  Storytelling demonstrations  Easy to make props and story ideas		L002

**HUMBEHV 2M03**  
**Learning Environment 1**  
 Fall 2017

<b>Oct. 10<sup>th</sup> Reading Week</b> <b>No class</b>					
6	Oct. 17 <sup>th</sup>	Small Group Experiences <ul style="list-style-type: none"> <li>• definition</li> <li>• interest web</li> <li>• planning</li> </ul>	In-class activity – “Planning Process” <ul style="list-style-type: none"> <li>• observation</li> <li>• web</li> <li>• activity plan</li> </ul>	<u>Chapters 4 &amp; 5</u> “Creating Effective Learning Environments” <u>Video:</u> “Counting with Bears”  ELECT document  Avenue to Learn notes	L002
7	Oct. 24 <sup>th</sup>	<b>Small Group “Skills Test”</b> <b>15%</b>	Planning and presenting a small group experience during class time	Avenue to Learn notes  Previous text readings	L002  L003
8	Oct. 31 <sup>st</sup>	<b>Setting up the Learning Environment</b>  <b>Introduction to Learning Areas</b>  <b>Interest &amp; Planning Webs</b>	Lecture – What is a Learning area?  Overview of Learning Environment Assignment  Small group activity – creating a floor plan  <b>Tentative – Visit to McMaster Children’s Centre</b> ( <i>principles of setting up the learning environment checklist</i> )	<u>Chapter 2</u> – “Creating Effective Learning Environments”  <u>Video:</u> “Room Arrangement as a Teaching Strategy”  Ministry of Education <a href="http://www.childcarelearning.ca">http://www.childcarelearning.ca</a>  “How Does Learning Happen” pages 23 – 45  Assignment criteria posted online	L001  L002  L003
9	Nov. 7 <sup>th</sup>	<b>Learning Areas:</b> (Creative Art)  <b>Planning Chart</b>  <b>Interest &amp; Planning Webs</b>	Lecture and creative art workshop  Small group activity	<u>Chapter 11</u> “Creating Effective Learning Environments”	L001  L002  L003  L004
10	Nov. 14 <sup>th</sup>	<b>Learning Areas:</b> (Shelf Toys & Music)  <b>Planning Chart</b>  <b>Interest &amp; Planning Webs</b>	Lecture and large group discussion  Small group exercise  <b>Tentative – Visit to McMaster Children’s Centre</b> ( <i>active learning checklist</i> )	<u>Chapter 6, 8, 12</u> “Creating Effective Learning Environments”  “Emotional Growth through Musical Play”	L001  L002  L003

**HUMBEHV 2M03**  
**Learning Environment 1**  
 Fall 2017

11	Nov. 21 <sup>st</sup>	<b>Learning Areas:</b>  (Dramatic Play & Library)	Lecture and Small group activity  Opportunity to work on the Learning Environment Assignment during class time.	Chapter 9 & 10 "Creating Effective Learning Environments"  Article "Making Literacy Part of Every Day in Child Care"	L001 L002 L003
12	Nov. 28 <sup>th</sup>	<b>Introduction to Creative Movement – principles, types</b>  <b>Learning Environment Assignments are due today (40%)</b>	Lecture  In-class creative movement workshop	Online Notes  Assignment Criteria posted on elearn	L001 L002 L003
13	Dec. 5 <sup>th</sup>	<b>On-line Learning Environment Final Test (20%)</b>		<b>Previously assigned readings</b>	L001 L002 L003 L004

**5.0 ASSESSMENT**

Assessment Method	Weight	Associated Outcome(s)
Tests (play quiz, skills test, learning areas quiz)	50%	L001, L002, L003, L004
Assignments (Blended Learning/Learning environment)	50%	L001, L002, L003
<b>TOTAL</b>	<b>100%</b>	

