



CAPILANO UNIVERSITY

COURSE OUTLINE		
TERM: FALL 2024	COURSE NO: EDUC 190	
INSTRUCTOR:	COURSE TITLE: Observing & Recording: Thinking with the E.L.F.	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Liíwat7úl (Lil'wat), x^wməθk^wəyám (Musqueam), shíshálh (Sechelt), Sk̓wxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hours offered by lecture, online or mixed mode plus additional fourth hour activities each week for a 15-week semester, which includes two weeks for final exams. This course also includes a practicum component of three hours each week, scheduled over 7-weeks, in which students are *active participant observers* in children's centres off campus.

COURSE PREREQUISITES

EDUC 173 and EDUC 179

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 their daily Teacher Journal and sponsor teacher suggestions to reflect on their own significant learning. Based on observations, students will be able to begin to interpret children's engagements and develop responsive programming strategies.

COURSE NOTE

EDUC 190 is an approved Experiential course for 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, one character reference letter, criminal record check, and evidence that the student has complied with the Province's immunization program.

REQUIRED TEXTS AND/OR RESOURCES

Text/Readings: The Capilano Bookstore has instructions on how to purchase these materials online or in-person <https://www.capilanou.ca/student-life/campuscommunity/bookstore/>

American Psychological Association (2019). *Concise Rules of APA Style: The Official Pocket Style Guide*. (7th Edition)

Early Childhood Educators of British Columbia (2021). *Code of ethics: early childhood educators of British Columbia*. Vancouver, BC: Author

ECEBC Student Membership in order to access ECEBC and Canadian Child Care Federation annual journals used in this course. To purchase membership and access texts:
<https://www.ecebc.ca/membership/students>

Edwards, C., Gandini, L., & Forman, G. (2012). *The hundred languages of children: the Reggio Emilia Experience in transformation* (3rd ed.). Santa Barbara, CA: Praeger.

Government of British Columbia (2019). *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>

Minister of Families; Minister of Children and Social Development (2018). *Indigenous early learning and child care framework*. Her Majesty the Queen in Right of Canada.
<https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html>

Reggio Children (2016). *The hundred languages of ministories: Told by the teachers and children from Reggio Emilia*. Worcester, MA: Davis Publication.

The Truth and Reconciliation Commission's Calls to Action:
http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

United Nations Declaration on the Rights of Indigenous Peoples (2007):
https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

UN Convention on the Rights of the Child (1989):
<https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

Recommended Readings (Syllabus Specific Readings)

****Additional required readings will be posted on the course e-Learn site.****

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. Begin 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 eLearn site on a weekly basis as readings may change as we move through the course.	

EVALUATION PROFILE

Written Assignments	20-40%
-Reading Response	0-20%
-Observation and Interpretation	0-20%
Pedagogical Narrations	60%
-Mini Story #1	20%
-Mini Story #2	20%
-Mini Story #3	20%
<u>Presentations</u>	<u>0-20%</u>

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 the course eLearn 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 (2019). Detailed instructions will be provided in-class and on the course eLearn site.

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 eLearn.

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

All assignments are due at the beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue. In an online class, late assignments will not be marked after 7 days.

Missed 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

Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. Students are expected to attend all classes and associated activities. In the event of an absence from class, the student will inform their course instructor. Punctuality will be assessed in the same way as attendance. 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.

*Please note that this pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

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. All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may

be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

Electronic Devices

Students may use electronic devices during class only if requested by instructor.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

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: <https://www.capilanou.ca/student-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, Academic Integrity, 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 and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/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 other 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 (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

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

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.

The CAPU Early Childhood Care and Education program stands in partnership with Early Childhood Educators of British Columbia (ECEBC; see <https://www.ecebc.ca/>) in promoting early childhood education as a profession. The department is committed to working towards the professionalization of early childhood educators in a universal, accessible, inclusive early childhood system that views early childhood education as the right of the child as a citizen.

We stand as allies of the BC Aboriginal Child Care Society (BCACCS; see <https://www.acc-society.bc.ca/>) working in all ways toward truth and reconciliation in ensuring our practice honours the Indigenous Early Learning and Care Framework and UNDRIP. We are resolute in supporting the self-governance of Indigenous Peoples in creating an Indigenous early years system.

Professionalism

All students are expected to maintain professional behaviour, as laid out in the ECEBC's Code of Ethics, while participating in this course. This pertains to all students, registered for this course/practicum.

Final Exams/Assignments Period

Students must remain available throughout the full exam period; either for final exams or assignments. Students who are in courses that do not have final exams scheduled will have classes until the last day of the exam period. In rare circumstances, exams may need to be rescheduled due to harsh weather conditions or other unforeseen factors. Travel plans must be made outside of the exam schedule.