HUMBEHV 2M03  
Learning Environment 1  
Fall 2020

Professor: Kathy Kemp  
kempk1@mcmaster.ca  
Virtual Office Hours: By appointment at an agreed upon time.

Lecture: Thursday, 8:30 – 11:30 am, Virtual/Online Delivery (no Face to Face)

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.
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.


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


Course Evaluations:

*Note: Due to the virtual delivery of this course, all due dates have been adjusted to reflect a flexible learning schedule and due dates will be the Sunday of the week in which they are due.

1. **Dry Tactile & Water Play - 10%** Questions will be posted on Avenue to Learn. Submissions will be made to the dropbox. (Due week 5.)

2. **Online Quiz – 15%** Stages and Theories of Play. (Due Week 4.)

3. **Online Final test – 20%** Short answer questions related to the Learning Environment. (Due Week 13.)

4. **Skills Test – Activity Planning for Small Group Learning Experiences – 15%.** (Due Week 6.)

   **To complete this assignment:**

   Implementation and/or facilitation of a small group experience with children requires planning. A written “Learning Experience Plan” is an essential component of the planning process. Creating detailed and descriptive learning experience 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.

   Individually, plan *(using the learning experience plan format)* a small group experience. Students will implement/facilitate their plan in a virtual presentation format. Please follow the instructions below to complete this skills test:

   1. Using props or materials chosen by you, determine an age group and observation focus/interest that would support a small group experience with the children.
   2. 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.
   3. Plan a small group experience using the materials you have chosen. *(water play, dry tactile, music or storytelling)*
   4. Prepare a detailed, descriptive learning experience plan. *(Consider beginning, middle, end as well as the pacing of the learning experience.)*
   5. Practice facilitating the learning experience in preparation for your online demonstration to the class.
   6. Virtually present the small group learning experience to the class on a decided date.

   **During the virtual presentation, you will:**

   1. Identify the age group for whom the learning experience 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.)*

   **Students will be evaluated on:**

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

5. Learning Environment Assignment – 40% (15% Team/25% Individual) (Due Week 12.)

To complete this assignment:
1. Form partnerships. Each partnership will complete a contract outlining all team members’ responsibilities. As the team connects online 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. Review the observations and 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 Curriculum Planning Ideas based on the determined interest. All five (5) of the required learning areas will be incorporated on the Curriculum Planning Ideas template - Music, Dramatic Play, Shelf Toys, Library/Listening, Creative Art area.

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 partnership will submit the following: (15%)
1. Team work - Contract & Team Meetings Forms (distribution of responsibilities, participation during virtual meetings)
2. Interest Web
3. Curriculum Planning Ideas
4. 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 Weekly Curriculum Planning Chart of one Learning Area based on the interest chosen by the students.
Please note: Although individual team members may be assigned specific portions of this assignment, it is important that your partnership connects 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

McMaster University Statement on Inclusivity and Academic Integrity:
The University values integrity, inclusiveness and teamwork, and strives to support the personal and collective growth of the McMaster student community.

These values are foundational to ensuring campus environments – both in-person and virtual –are conducive to personal wellbeing and academic success.

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
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.

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 accidently, 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.

Inclusivity and a Culture of Respect

As a McMaster student, you have the right to experience and the responsibility to demonstrate respectful and dignified interactions within all of our living, learning and working communities. Expectations are described in Code of Student Rights & Responsibilities.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Additional information about the Code and netiquette can be found [here](#):

Academic Integrity and Honesty

As a McMaster student, you are expected to exhibit honesty and ethical behaviour in all aspects of the learning process. The academic credentials that you earn are rooted in the principles of honesty and academic integrity.

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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.

Some helpful information can be found here: [https://sscm.mcmaster.ca/](https://sscm.mcmaster.ca/)

**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.

See Learning Plan Below

**Exam Proctoring Software**

This course may use proctoring software for tests/exams. This software may require you to turn on your video camera, present identification, monitor and record your computer activities and lockdown your browser during the exam. This software may be required to be installed before the exam begins. If you have questions about whether this software will be used, or concerns about the use of this software, please contact the course instructor.
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<thead>
<tr>
<th>Wk or Mod</th>
<th>Date</th>
<th>Activity Type</th>
<th>Activity Details</th>
<th>Resource Bank</th>
<th>Associated Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Week 1</td>
<td>Overview of Course</td>
<td>Please review learning plan and required textbooks. What is Play? Group Exercise—Getting To Know You Introduction to Programming Course Outlines and Learning Plan Overview</td>
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<td>2</td>
<td>Week 2</td>
<td>Role of the Educator</td>
<td>The Role of the Early Childhood Educator Societal Impact on Play Developmentally Appropriate Practice Categories of Play</td>
<td>Creating Effective Learning Environments Chapter 1-The Whole Child</td>
<td>LO01</td>
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<td>3</td>
<td>Week 3</td>
<td>Virtual Guest Speaker – Jan Smith – Affiliated Services &amp; Youth</td>
<td>Virtual Storytelling demonstration Easy to make props and story ideas Small group sensory learning experiences – water and dry tactile.</td>
<td>Resources provided by guest speaker and available on elearn</td>
<td>LO01</td>
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<td>4</td>
<td>Week 4</td>
<td>Role of Play</td>
<td>The Emergent Curriculum Planning Process (ORDR): Content: • Theories/Styles • Observations/Webbing/Learning Experience Plan Play Quiz Due (Sunday)- 15%</td>
<td>Chapter 1-The Whole Child (What Makes a Good Program) Chapter 1-Creating Effective Learning Environments Chapter 3- The Whole Child (Fostering Creativity in Play)</td>
<td>LO01</td>
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<tr>
<td>5</td>
<td>Week 5</td>
<td>Introduction to Planning and Play Small Group Experiences Definition</td>
<td>Completing the Learning Experience plan. Small group experience examples. Engaging children. Sand and Water Play Experiences. Sand/Water Play Online Sensory Experiences-10% Due to Dropbox by Sunday</td>
<td>Chapter 8-Creating Effective Learning Environments (Literacy Development)</td>
<td>LO01 LO02</td>
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<td></td>
<td>Oct. 3</td>
<td>No Classes</td>
<td>Break Week</td>
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<td>6</td>
<td>Week 6</td>
<td>Small Group Presentation 15%</td>
<td>You will complete a small group experience using the Learning Experience Plan, including props and materials and present this virtually.</td>
<td>Chapter # 3, 4, 5 Creating Effective Learning Environments</td>
<td>LO01 LO03</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Section</td>
<td>Content</td>
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<td>8</td>
<td>Oct. 31</td>
<td>Creative Art</td>
<td>Creative Art Elements&lt;br&gt;Open-ended 2-Dimensional, 3-Dimensional and Moulding and Manipulative art experiences</td>
<td>Resources will be supplied. LO02 LO03 LO04</td>
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<td>9</td>
<td>Nov. 7</td>
<td>Virtual Field Trip</td>
<td>Virtual Field Trip:&lt;br&gt;During this time we will observe and analyze the indoor and outdoor environment within a child care environment virtually.</td>
<td>LO01 LO02 LO03</td>
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<td>10</td>
<td>Nov. 14</td>
<td>Learning Areas: (Creative Art &amp; Dramatic Play) Planning Chart Interest Web &amp; Curriculum Planning Ideas</td>
<td>Group discussion&lt;br&gt;Discussing the Dramatic Play learning area and Weekly Curriculum Planning Charts&lt;br&gt;<strong>Colour coding web and planning ideas</strong></td>
<td>Chapter 5, 7, 11 – &quot;Creating Effective Learning Environments&quot;&lt;br&gt;Reference: &quot;Child Development a Primer&quot;&lt;br&gt;&quot;Emotional Growth through Musical Play&quot; LO03</td>
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<td>11</td>
<td>Nov. 21</td>
<td>Learning Environment – (Library &amp; Music Area)</td>
<td>Online group discussion&lt;br&gt;Library and Music Learning Area Overview&lt;br&gt;Final Assignment Overview</td>
<td>Chapter 2 – &quot;Creating Effective Learning Environments&quot;&lt;br&gt;Chapter 5 – &quot;The Whole Child&quot;&lt;br&gt;Reference: &quot;Child Development a Primer&quot;&lt;br&gt;Child &amp; Family web site article: <a href="http://www.cfc.efc.ca">www.cfc.efc.ca</a>&lt;br&gt;&quot;Embracing Seasonal Change: Fun Activities LO03</td>
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<td>12</td>
<td>Nov. 28</td>
<td>Creative Movement principles Learning Environment Assignments are due (Sunday) 40%</td>
<td>Creative movement experiences and online presentation.&lt;br&gt;Please use this time wisely to finalize and submit your assignment.&lt;br&gt;Final Exam Review Online</td>
<td>Assignment Criteria posted on e-learn LO01 LO02 LO03</td>
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<tr>
<td>13</td>
<td>Dec. 3-5</td>
<td>Exam Week 20%</td>
<td>Final exam will be available on line and open for 3 days.</td>
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5.0 ASSESSMENT

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<tr>
<th>Assessment Method</th>
<th>Weight</th>
<th>Associated Outcome(s)</th>
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<tbody>
<tr>
<td>Tests (play quiz, skills test, learning areas quiz)</td>
<td>50%</td>
<td>LO01, LO02, LO03, LO04</td>
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<tr>
<td>Assignments (Blended Learning/Learning environment)</td>
<td>50%</td>
<td>LO01, LO02, LO03, LO04</td>
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<td><strong>TOTAL</strong></td>
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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**

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<tr>
<th>Grade</th>
<th>Equivalent Grade Point</th>
<th>Equivalent Percentages</th>
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<tbody>
<tr>
<td>A+</td>
<td>12</td>
<td>90-100</td>
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<tr>
<td>A</td>
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