

# Minnesota State College Southeast

## ECED 1225: Inspiring Play and Active Inquiry

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 2

Lab Hours/Week: 2

OJT Hours/Week: \*.\*

Prerequisites:

This course requires any of these four prerequisite categories

1. Both of these

ECED 1220 - Health, Safety, and Nutrition

ECED 1207 - Fundamentals of Child Development

Or

2. Both of these

ECED 1105 - Fundamentals of Child Development

ECED 1120 - Health, Safety, and Nutrition

Or

3. Both of these

ECED 1220 - Health, Safety, and Nutrition

ECED 1105 - Fundamentals of Child Development

Or

4. Both of these

ECED 1207 - Fundamentals of Child Development

ECED 1120 - Health, Safety, and Nutrition

Corequisites: None

MnTC Goals: None

This course provides an overview of mixed-age theory and development in early childhood settings. Students will integrate knowledge of developmental needs, developmentally appropriate environments, effective care giving and teaching strategies, and observation methods. Curriculum projects will be designed to incorporate activities for infants, toddlers, preschoolers, and school-age children in large and small groups. Emphasis will integrate the unique abilities of the child while inspiring learning through play, curiosity, and active inquiry. Students will be required to participate in a practicum experience working with young children for a portion of the semester/credit hours. (Prerequisites: Fundamentals of Child Development and Health, Safety, and Nutrition) (3 credits: 2 lecture/1 lab)

**B. COURSE EFFECTIVE DATES:** 05/26/2010 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Mixed-age Learning
2. Developmentally Appropriate Practice
3. Environments
4. Curriculum
5. Curiosity and Inquiry

#### **D. LEARNING OUTCOMES (General)**

1. Apply knowledge of promoting child development and learning
2. Describe how play promotes children's learning
3. Recognize and utilize observation, documentation, and other appropriate assessment tools and approaches in promoting positive outcomes for each child
4. Develop language, literacy, mathematical, aesthetic, emotional, social, cognitive, fine and gross motor, music, dramatic, creative art and sensory-motor learning experiences within varying early childhood settings
5. Develop appropriate transition activities
6. Understand social competency and positive self-concept
7. Develop children's interest in the natural world through curiosity, learning and exploring
8. Identify methods of meeting the diverse needs of children including individualized instruction and adaptations for challenging behaviors
9. Identify and involve oneself with the early childhood field while engaging in continuous, collaborative learning to inform practice
10. Understand and evaluate environments in which responsive and predictable interaction sequences occur at the same time as promoting positive and constructive interactions

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted