

# DOMINICAN UNIVERSITY of CALIFORNIA

*School of Liberal Arts and Education*

## ***Foundations of Learning***

**EDUO 9088**

**3 Graduate-Level Semester Credits/Units**

Instructor - Erin Mengeu

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### **Course Syllabus**

#### **Course Overview:**

Build a strong foundation for learning in your early childhood classroom by exploring a framework built on fundamentals such as: executive function, growth mindset, motor development, sensory integration, and foundations of literacy. Explore strategies used by educational specialists that can easily be implemented into your classroom. Cultivate an environment that equips students with the tools necessary for learning, promotes an organic love for learning, and prepares students for overall growth and achievement. Required text: *SLOW DOWN! Children are Learning!* by Erin Mengeu. Available on [Amazon](#) or through other vendors. ISBN-13: 979-8985160826

#### **Course Learning Objectives:**

- Analyze a framework for developing a F.I.R.M Foundation for Learning.
- Discover and reflect on fundamental areas that contribute to student behavior, achievement, and building a foundation for learning.
- Explore teaching methods/pedagogy that are appropriate for early childhood education.
- Design a plan for your classroom that provides tools and strategies to cultivate an environment that builds a foundation for learning. Support your students at home by creating a tool to help families understand how they can help develop their child's foundation for learning.

#### **Course Relation to CCS or other Professional Standards**

**The National Board for Professional Teaching Standard Early Childhood Generalist:**

- Standard I: Using Knowledge of Child Development to Understand the Whole Child
- Standard II: Partnering with Families and Communities
- Standard VI: Managing the Environment for Development and Learning
- Standard VII: Planning for Development and Learning Standard VIII: Implementing Instruction for Development and Learning
- Standard VIII: Implementing Instruction for Development and Learning
- Standard IX: Reflecting on Teaching Young Children

## How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3.) Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

**Upload and turn in assignments under the correct Module Dropbox in the Moodle LMS**

## Course Modules

<b>Module 1: Building a F.I.R.M. Foundation for Learning</b>	
<b>Objective</b>	Identify the four areas described in the framework for building a F.I.R.M. foundation for learning. Reflect on your own classroom and identify strategies that you use that fit into this framework. Observe what others are doing in the field and identify new strategies to implement in each of the 4 areas of the F.I.R.M. framework.
<b>Activities and Needed Material</b>	<ul style="list-style-type: none"><li>● Read <i>SLOW DOWN! Children are Learning!</i> Read: Part One (Intro-Chapter 2)</li><li>● Observe - Spend time observing others in the field (this can be in other teachers classrooms or reading blogs of early childhood teachers who share their ideas)</li><li>● Reflect - Identify strategies that you already use and explain new strategies that you would like to implement in your classroom.</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>● Complete the chart titled: <u>Building Blocks for a F.I.R.M. Foundation for Learning</u> in Moodle to document strategies you use in each of the four areas described in the framework for building a F.I.R.M. foundation for learning.</li><li>● Write a one page reflection describing what strategies you plan to use in your classroom that will help you students build a F.I.R.M. foundation for learning.</li></ul> <p><b>Submit to the corresponding Module 1 dropbox in Moodle</b></p>

Module 2: Developmental Growth	
<b>Objective</b>	Discover the fundamental areas of developmental growth and how they contribute to student behavior, achievement, and building a foundation for learning.
<b>Assignment(s) Include Activities and Needed Material</b>	<ul style="list-style-type: none"> <li>● Read: <i>SLOW DOWN! Children are Learning!</i> Read: Part Two (Chapter 3-9)</li> <li>● Reflect: Which of the 6 areas of Developmental Growth are a strength of yours? Which areas are weaknesses?</li> <li>● Research Pinterest, educational blogs, videos, etc to explore strategies that can be used in each of the 6 areas of developmental growth.</li> </ul>
<b>Assessment</b>	<p>Write a 2-page paper explaining the following:</p> <ul style="list-style-type: none"> <li>● How these fundamental areas contribute to student behavior, achievement, and their learning foundation.</li> <li>● The areas of developmental growth that you feel are easy and difficult to implement into your classroom.</li> <li>● Is there an expert (specialist) in your building that you could observe or ask for help with those areas?</li> <li>● What resources did you find while researching these areas that you would like to implement into your classroom?</li> </ul> <p><b>Submit to the corresponding Module 2 dropbox in Moodle</b></p>

Module 3: Explore Teaching Methods/Pedagogy	
<b>Objective</b>	Identify “Little Moves”(specific strategies) “Big Moves” (teaching methods/pedagogy) that you can make in your classroom for each fundamental areas of developmental growth.
<b>Assignment(s) Include Activities and Needed Material</b>	<ul style="list-style-type: none"> <li>● Read: SLOW DOWN! Children are Learning! Part 3 (Chapters 10-11)</li> <li>● Watch the video- <a href="#">Executive Functions Skills: Foster with Partnertime Play</a></li> <li>● Watch the video: <a href="#">I Can't Do It, YET!: Building a culture of growth mindset in preschool</a></li> <li>● Watch the video: <a href="#">Classroom Sensory Activites &amp; Tools to promote sensory</a></li> <li>● Watch the video: <a href="#">The whole child approach</a></li> <li>● Watch the video: <a href="#">Reggio Emilia Approach</a></li> <li>● Watch the video: <a href="#">Inquiry in Early Childhood</a></li> <li>● Watch the video: <a href="#">Learning Through Play</a></li> </ul> <ul style="list-style-type: none"> <li>● Make a list of “Little Moves” and “Big Moves” that you learned to be an important part of an Early Childhood Classroom.</li> </ul> <p><b>Submit to the corresponding Module 3 dropbox in Moodle</b></p>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 4: A F.I.R.M. Foundation through Developmental Growth	
Objective	Design a plan for your classroom that provides tools and strategies to cultivate an environment that builds a foundation for learning.
Assignment(s) Include Activities and Needed Material	<ul style="list-style-type: none"> <li>● Reflect on your personal teaching methods/pedagogy.</li> <li>● Complete the chart titled: <u>Strategies and Tools for Developmental Growth</u> (found in Moodle) to show tools and strategies for each of the fundamental areas of developmental growth.</li> <li>● Share your preference for developmentally appropriate teaching methods/pedagogy. (This can be done by writing a paper, recording a video, PowerPoint, etc.)</li> <li>● Explain how you plan to use this method/pedagogy in your own classroom.</li> </ul> <p><b>Submit to the corresponding Module 4 dropbox in Moodle</b></p>
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 5: Supporting families to implement developmental growth strategies for building a foundation for learning.	
Objective	Design a plan for your classroom that provides tools and strategies to cultivate an environment that builds a foundation for learning.
Assignment(s) Include Activities and Needed Material	<ul style="list-style-type: none"> <li>● Watch the video: <a href="#">Building Relationships with Families</a></li> <li>● Watch the video: <a href="#">Growth Mindset at home</a></li> <li>● Watch the video: <a href="#">How Parents can help their child with executive function.</a></li> <li>● Explore: <a href="#">Big Life Journal Resources for Parents</a></li> <li>● Read: <a href="#">Teaching Growth Mindset Home/School Connection</a></li> <li>● Read and Explore: <a href="#">Home-School Connection Blog Articles</a></li> </ul> <ul style="list-style-type: none"> <li>● Write a Reflection sharing 5 practical tasks that you can do to foster a home-school connection with your students' families.</li> <li>● Create a tool (handout, PowerPoint, flier, video, etc.) that educates and provides parents with practical strategies they can use in their home to promote the 6 areas of developmental growth.</li> </ul> <p><b>Submit to the corresponding Module 5 dropbox in Moodle</b></p>
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

## Course Assessment Rubric:

<b>EXCELLENT</b> Meets or Exceeds Course Objectives: <span style="color: red;">A to A-</span>	<b>ACCEPTABLE</b> Majority of work meets course objectives: <span style="color: red;">B+ to B-</span>	<b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: <span style="color: red;">C or below</span>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.