

University of North Texas
Department of Teacher Education and Administration

EDEC 1010.005: Learning with and from Young Children

Instructor: Zutella Holmes, M.Ed. [she/her/hers] (Professor Holmes)

Course Meets: Online

Office: Matthews Hall 218J

Office Hours: Friday 12:00-2:00 p.m. (via Zoom) or by appointment

E-mail: Zutella.Holmes@unt.edu (allow 24 hours for response)

Land Acknowledgement

This land acknowledgment is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship between Indigenous Peoples and their traditional territories. This gratitude and appreciation to those whose territory we reside on honors the Indigenous people living and working on the land from time immemorial. We gather on the occupied/unceded/seized territory of the Wichita and Caddo Affiliated Tribes. These tribes have stewarded this land throughout the generations, and we would like to pay our respects to elders, both past and present.

OVERVIEW

This is an introduction to early childhood education and care as a field of study that centers on young children's play, experiences, and identities. This course focuses on observation to account for children's knowledge-production within their everyday social practices. The course will engage students in material and intellectual inquiry that explores the relationships between children's experiences and their human and more-than-human (e.g. technology, the natural world, material objects, etc.) worlds.

OBJECTIVES

This course is designed to denaturalize typical ways of seeing and understanding young children. Rather than considering yourself as a "teacher" in this course, we ask that you think of yourself as someone who has much to learn with and from young children. To do this, you will engage with the following course goals:

- Disrupt Western colonial discourses and categorizations of "appropriate/inappropriate" or "good/bad" in viewing children's learning and experiences;
- Hone a pedagogy of listening to become keen observers of children being and learning in the world;
- Document children's experiences through simple acts of documentation that take up the language of learning with children;

- Analyze and understand the affordances of and limitations of children's environments;
- Discuss and consider the lack of equality in different children's freedom to play;
- Engage in active inquiry with more-than-human worlds in order to gain perspective into learning as embodied, experiential, dialogical, and co-constructed;
- Develop a curriculum map that features provocations that allow children to inquire and build on previous knowledge;

TEXTS

All texts will be uploaded to Canvas, corresponding with each week.

COURSE ASSIGNMENTS

Further details will be provided about the assignments during the semester.

Assignments: You will have the following assignments during the course. More information will be provided closer to the deadlines, but these assignments include:

Module Participation (40%): The course will be interactive with plenty of group discussions and activities. We'll engage in material inquiry. In that time, you'll be asked to present provocations to peers as well as respond to peers' provocations.

Analysis of School Practice of Policy (20%): You'll select a school practice or policy to analyze in 500-700 words. Your analysis is a deconstruction of the practice or policy.

Spaces for children' analysis (200 pts): Using course texts, you'll view two classroom scenes and provide an analysis of the ways the spaces are designed for and with children in mind.

Curricular mapping (200 pts): You'll provide a curriculum map that features several curricular provocations based on scenarios of children that you also document. These provocations should focus on **inquiry** (not direct instruction).

COURSE EVALUATION

Assignment	Points
Module Participation	460
Develop Four Provocations	200
Analysis of School Practice of Policy	200
Analysis of Two Classrooms	200
TOTAL:	1060

COURSE GRADING SCALE

A = 895-1000 points (90%-100%)

B = 795-894 points (80%-89%)

C = 745-794 points (75%-79%)

D = 695-744 points (70%-74%)

F = <695 points (<70%)

ON GRADES

In this course, I want you to stay focused on the formulation of critical ideas and pushing your thinking around children and schooling. To do well in this course, you need to:

1. Complete and turn in assignments;
2. Unlearn any previously held ideas that learning is solely lecture-oriented or teacher-directed. *I am asking you to think about learning as happening within our experiences in the world;*
3. Rethink your role of being a teacher as being a facilitator of environments and as learning *alongside* children.

All of this is to say a few things:

1. It is your responsibility to keep track of your grades. Grades on Canvas may be inaccurate so to figure out your grade, total up your points and divide it by the total possible number of points.
2. If you want to dispute your grade on an assignment, wait 24 hours and then send me an email with a rationale as to why you believe your grade should be higher.
3. If you have severe anxiety around grades, do let me know early on. I have made arrangements with students to not give grades until the end, at which point it is a discussion between us. I'm happy to do the same with you.

Note on late assignments: *If you turn assignments in late, I reserve the right to only provide a grade and zero to few comments. Late assignments may be subject to grade reduction.*

Without prior arrangements, ten percentage points will be deducted for each day late beyond the due date. No assignments will be accepted after one week.

There is no extra credit available in this course

Looking at assignments ahead of time and redoing assignments: With a large class, I cannot look at your work ahead of time to make sure you are “on track” or allow assignments to be redone for a higher grade. I will provide you with examples for all of the assignments so be sure to use them as guides for your own. If you use them and the rubric, as well as edit your work for clarity, you should be okay.

IMPORTANT DATES

01/16 – MLK Day

01/17 – First day of class

01/31 - Last day to drop a course & receive a full refund

03/10 – Semester midpoint

04/7 – Last day to drop with a W

04/08 – First day to request incomplete (eligible if you are passing at the time of the request)

04/13-18 - Spring Break

05/5-13 – Final Week

05/13 - Last day of semester

05/17 – Grades posted

CALENDAR

*The readings and assignments on Canvas and this calendar are subject to revision.

* This course 15 week course will be at your own pace online

***Some readings may be subject to change**

Week	Topic	Readings
Introduce Yourself		
Week 1 Jan 17	What's there to know about young children?	
Week 2 Jan 23	What is your conception of a child?	Kohn (2015a) Christakis (2016a article)
Week 3 Jan 30	What is the role of play in the lives of children? What is the role of play in different children's lives?	<u>Gray (2014) Decline of play [TEDTalk]</u> <u>Pinckney, Outley, Brown, & Theriault, (2019)</u>
Week 4 Feb 6	How does play invite inquiry?	Read, <u>Play and creativity: Reflecting children's right to dream, imagine, explore</u> Read, <u>The Magic of Black Girls' Play</u>
Week 5 Feb 13	How do children inquire and make sense of their social worlds?	Read, <u>Learning as a Sandwich</u> : Revisiting the Ingenuity (and Radicalism) of K-W-L. Alfie Kohn. (2015, June 2).

Week 6 Feb 20	What is the purpose of school?	Read, <u>Rethinking Classroom Rules</u> Alfie Kohn. (2006).
Week 7 Feb 27	What does school aim to teach, and what do children actually learn?	Read Chapter two: <u>Goldilocks goes to preschool – Finding the right zone for learning</u> Christakis, E. (2016). <i>The importance of being little: What preschoolers really need from grownups.</i> pp. 32-57. Viking Press. Listen to the BAM Radio Podcast listed below, <u>Is It Time to Dump Calendar Time and Letter of the Week?</u> Rae Pica with Heather Shumaker, Amanda Morgan, MS, Deborah J. Stewart, M.Ed.
Week 8 March 6	What does the research say about children's environments?	Read the <u>Introduction to Thinking critically about environments</u> Kuh, L. P. (2014), pp. 1-8. Teachers College Press.
Spring Break!!!!		
Week 9 March 20	What else can school look and feel like? How does the classroom environment become the third teacher?	Read, <u>Thinking critically about environments for young children: Bridging theory and practice</u> Kuh, L. P., & Rivard, M. (2014). The prepared environment: Aesthetic legacies of Dewey, Montessori, and Reggio Emilia. In L.P. Kuh (Ed.)
Week 10 March 27	Where and how can learning happen?	Read, <u>Rethinking early childhood environments to enhance learning</u> Curtis, D., & Carter, M. (2005). YC Young Children, 60(3), 34. Read, <u>Fire makers, barnyards, and prickly forests: A preschool stroll around the block</u> Bentley, D. F. (2012). Childhood education, 88(3), 147-154.
Week 11 April 3	What are the affordances of loose parts and everyday materials?	Read, <u>Art at the Heart: Creating a Meaningful Art Curriculum for Young Children</u> Massey, K. J. (2017). YC Young Children, 72(5), 8-13.

		Read, <u>Sculpture with three-to-five-year-olds</u> Wien, C. A. (2008). YC Young Children, 63(4), 78.
Week 12 April 10	What are provocations, and how do we design them to invite and provoke learning?	Read, <u>“The Wind Goes Inside of Me”: Kindergarten Children’s Theories About Running Fast.</u> Halls, D., & Wien, C. A. (2013). Journal of Childhood Studies, 4-10.
Week 13 April 17	How can children’s interests be curriculum?	Read, <u>The plan: Building on children's interests</u> Seitz, H. J. (2006). YC Young Children, 61(2), 36.
Week 14 April 24	Emergent Curriculum Design: Abstract Ideas & Young Children	Read Chapter 7 of Part II: Long Efforts in Emergent Curriculum (pp. 82-95), <u>Emergent curriculum in the primary classroom: Interpreting the Reggio Emilia approach in schools</u> Wien, C. A. (2001). Children’s conversations about the sun, moon, and earth. In C.A. Wien (Ed.)
Week 15 May 1	Emergent Curriculum Design: Abstract Ideas & Young Children	
05/5-13 – Finals Week		

NOTEWORTHY

University Mental Health Services: This is undoubtedly an incredibly difficult time for everyone, and for some students, current and ongoing events may be challenging your fortitude. Please know that UNT has resources to support students who may find it difficult to find joy at this time:

<https://studentaffairs.unt.edu/student-health-and-wellness-center/>. You can also contact the center at 940-565-2333 or askSHWC@unt.edu. For mental health resources, please refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

Food/Housing Insecurity: The UNT Food Pantry is open for curbside deliveries. Please visit the website for more details: <https://deanofstudents.unt.edu/resources/food-pantry>. A student with difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students, Suite 409 at the University Union.

Title IX Services: Sexual discrimination, harassment, & assault: The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

POLICIES

Attendance. Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. You can use this form to let me know: <https://forms.gle/WXYfzxQ8JfYFBhtH7> *Please note that I am not responsible for catching you up on material you've missed.*

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Incompletes: All assignments need to have been completed for a grade to be issued.

Assignments: Submit assignments via Canvas. *If you turn in an assignment late, you will receive zero to little feedback. I reserve the right to simply give a grade in the case of a late assignment and apply a grade reduction of 5 points per day.*

Integrity: Students who submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will be subject to charges. **Any infraction of this nature, whether it be a phrase or more, can result in a grade of a 0 (zero) for the assignment.** Try to keep your Turnit In scores below 10%. See the UNT policies below for more on this.

Course Materials for Remote Instruction: Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course].

Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

UNT'S STANDARD SYLLABUS STATEMENTS

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering the course.

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual

assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Educator Standards Addressed in this Course

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards:

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning

Standard 3--Content Knowledge and Expertise

Standard 4--Learning Environment

Standard 5--Data-Driven Practice

Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards

The beginning EC-12 teacher knows and understands:

- Competency 001: human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs
- Competency 002: student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning
- Competency 005: how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
- Competence 007: principles and strategies for communicating effectively in varied teaching and learning contexts

EC-12 Tech Apps Standards

The beginning EC-12 teacher knows and understands how to:

- Standard I. use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
- Standard II. collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- Standard III. make informed decisions by applying critical-thinking and problem solving skills.

Department of Teacher Education and Administration

The Department of Teacher Education and Administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission. The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision, We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

Teacher Preparation at The University of North Texas: Core Commitments

Commitments->	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.

Inquiry	We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	We value young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
Advocacy & Activism	We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	We value and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
Communities	We are members of multiple communities – connected in ways that make our successes intertwined.	We value inclusive learning communities that connect us within and outside of our classrooms.	We practice humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.