

COURSE NAME: ECE250 Children's Technology

Credit Value: 1
Total Course Hours: 9
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course will focus on how the use of digital technologies provide one more outlet for children to demonstrate their creativity and extend their learning, along with creating different pathways for communication with families and education plans for professionals.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 The use of digital technologies by young children in an early learning setting

- 1.1 Identify the elements of age appropriateness and use of technology with young children
- 1.2 Provide opportunities for children to begin to explore and feel comfortable using "traditional" mouse and keyboard computers extending to comfort level with age appropriate use of the world wide web in early learning settings
- 1.3 Select appropriate technology to support behavioural & curriculum goals
- 1.4 Examine the positive effects of allowing children to explore/experience a wide variety of developmentally appropriate interactive media experiences that are well designed and enhance feelings of success.

2.0 Interpret the use of the technology in an early learning setting.

- 2.1 Examine how to incorporate assistive technologies as appropriate for children with special needs and/or developmental delays
- 2.2 Identify the pros & cons of technology used in an early learning setting.
- 2.3 Examine children's potential accomplishments with digital media

- 2.4 Identify the concept that technology can assist young children in developing a sense of initiative, problem solving and creativity
- 2.5 Identify ways in which technology can be used by administration & educators in a productive manner

3.0 Assess the relevancy of computers in an early learning setting.

- 3.1 Outline the criteria for assessing children's use of technology within the classroom
- 3.2 Understand how technology can play a positive role with learning objectives.
- 3.3 Explore relevant topics regarding children and technology.

4.0 Explore communication with the use of technology

- 4.1 Identify various ways of communication via technology to connect with families
- 4.2 Examine the use of technology in supporting observation and documentation with children and families
- 4.3 Explore various communication applications that support technology in early learning settings
- 4.4 Understand and respect confidentiality practices when communicating any child/family related information online

5.0 Demonstrate the ability to meet course requirements and display professional skills required within the field of Early Childhood Education

- 5.1 Consistently and punctually attend all classes as scheduled
- 5.2 Comprehensively complete all tasks assigned in the course, according to the deadlines as outlined
- 5.3 Demonstrate professional and presentable conduct conducive to working with those of a

vulnerable sector, at all times

- 5.4 Display the capabilities of safely and competently engaging with young children and their perspective agencies
- 5.5 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting
- 5.6 Display the ability to work collaboratively and effectively with peer groups and professors

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Early Childhood Education

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's and groups of children's observed abilities, interests and ideas.
2. establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
6. prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Assignments 75%

Final Exam 25%

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required: Software, computer use within the classroom

Recommended:

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Hands on use of computer programs

DELIVERY MODE

Lecture

Computer lab demonstrations

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal

- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.