

**SIMON FRASER UNIVERSITY
FALL SEMESTER 2006**

**EDUC 388-4
SPECIAL TOPICS: FORMATIVE ASSESSMENT IN EARLY
CHILDHOOD EDUCATION
(E01.00)**

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Office Hours: by appointment
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WEDNESDAY 4:30-8:20 pm
EDB 8620B

Pre-requisite(s): PSYC 250 or EDUC 220 and 60 credit hours

Course Description:

This course will investigate the use of pedagogical documentation as a method of formative assessment within a generative curriculum model. A post-modern perspective will be adopted to identify and challenge conventional discourses surrounding teaching and learning. The traditional assumptions that filter our assessment, evaluation and planning methods in early childhood education will be critically analyzed and Pedagogical Documentation will be explored as an alternate discourse leading to responsive early childhood curriculum planning.

Objectives:

The objectives of the course are as follows:

- 1) to engage students in the content and process of Pedagogical Documentation
- 2) to analyze the ways in which it can be used to create a disposition toward listening to children and interpreting their ideas, theories, and interests in the pursuit of curriculum that is generative
- 3) To critically analyze traditional assessment methods and early childhood curriculum

Topics will include:

The restrictive assumptions associated with developmentally appropriate practice and traditional play based learning environments, the theoretical contributions of documentation to self-efficacy, observation for the purposes of planning, listening, capturing images of student interactions/learning moments, student's theories/intent, peer/adult scaffolding, and linking learning moments to responsive curriculum development.

Text:

Giudici, C., Rinaldi, C. & Krechevsky, M. (Eds), (2001). Making learning visible: Children as individual and group learners. Reggio Emilia, Italy: Reggio Children S.r.l. ISBN: 88-87960-25-9

Proposed Schedule of Topics:

Week 1 Overview and Assignments (Review of REB Procedures)

Week 2	What is Pedagogical Documentation?
Week 3	Assessment/Evaluation and Curriculum Planning
Week 4	Post Modern Critique of Developmentally Appropriate Practice (DAP)
Week 5	Play Based Learning Environments
Week 6	Our Image of Young Learners
Week 7	Protagonists in Curriculum Development
Week 8	Boundaries Barriers Access
Week 9	Mediating Social Interactions/Provocations
Week 10	Image and Self-Efficacy
Week 11	Using Documentation to Scaffold Memory
Week 12	Student's Theories /Intent
Week 13	Wrap up Discussion: Further Issues

Evaluation:

Five evaluation items will be used to assess student understandings of the course content. These items are as follows:

Class attendance and participation: 15%

This will be calculated on student preparation for class discussions, participation in activities, presentations and discussions as well as attendance

Paper Proposal: 10%

Students will be asked to submit a one page proposal plus bibliography of sources for their final paper on a topic related to Pedagogical Documentation. Due in week 7

Final Paper: 25%

A final paper will be due in week 13. Topics will be based on proposals submitted in Week 7

Group Pedagogical Documentation of Student Learning: 25%

A Documentation Panel of student learning outlining the elements of a Children's Story, Learning Story and Teacher's Story (varying due dates depending on presentation sign-up)

Group Presentation of Documentation Panel: 25%

Groups will present their Documentation Panel Accompanied by Individual Reflections on the documentation process (to be handed in at the time of the presentation. Due dates will vary depending on sign-up)

EXPECTATIONS OF STUDENTS

- 1) To be awarded a grade in the course all assignments must be handed in, in person during class on or before the due date indicated in the course outline. Students are responsible for making back-up copies of each of the assignments submitted
- 2) Requests for extensions without penalty may be granted in cases of extreme circumstances if the situation is discussed with the instructor prior to the due date. In all other cases late assignments will be penalized by 10% per week or any portion thereof
- 3) Given the emphasis on classroom participation and discussion, regular attendance is mandatory
- 4) Due to issues of confidentiality all assignments must be picked up in person and grades will not be reported over the telephone

GRADING

The grade definitions described below will be used to mark all assignments

Letter Grade	Grade Definitions
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| A+ | Excellent: Shows superior understanding of the subject matter; strong evidence of original thinking; good organization; ability to analyze and synthesize; sound critical evaluations; superior understanding of issues and familiarity with the literature. All requirements complete. |
| A | |
| A- | |
| B+ | Good: Shows good understanding of the subject matter; some evidence of original thinking, critical capacity and ability to analyze; shows reasonable understanding of issues and familiarity with the literature. All requirements complete. |
| B | |
| B- | |
| C+ | Adequate: Fair comprehension of the subject matter; few original insights; little or no evidence of critical capacity and ability to analyze; some deficits in understanding of issues and familiarity with the literature. Incomplete; some requirements not met. |
| C | |
| C- | |
| D | Marginal: Some evidence of understanding subject matter; little or no evidence of critical capacity and ability to analyze; serious deficits in understanding of issues and familiarity with the literature. Incomplete; several requirements not met. |
| F | Fail: Little evidence of even superficial understanding subject matter; serious weaknesses in critical capacity, ability to analyze, understanding of issues, and familiarity with the literature. Incomplete; many requirements not met. |

Grading Criteria will be based on American Psychological Association writing standards (5th edition)

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