1. Title of COIL Module
Collaborative Early Childhood Programs and Curriculum Exploration

One-sentence Summary of Collaborative Task
To co-create land-based pedagogical projects and documentation based on observations of children's interests and curiosities, that reflect and respect children of culturally diverse backgrounds and abilities. *(draft)*

[**Sustainable Development Goal**](#) **Addressed**

6. Ensure availability and sustainable management of water and sanitation for all

Target

6.3

By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

Target

6.4

By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

6.6

By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

12. Ensure sustainable consumption and production patterns

Target

12.5

By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.8

By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

2. Partners	
Name:	Angela Salmon
Email:	salmona@fiu.edu
Position:	Associate Professor
Course Number & Name:	EEC 4250
Undergraduate or Graduate:	Undergraduate
College & Department:	Teaching and learning
Modality for non-COIL component (face-to-face, fully online, or hybrid):	hybrid
Number of Students:	18 approx
Institution:	FIU
City & Country:	Miami, Florida, USA
Name:	Terry Kelly
Email:	terry.kelly@senecacollege.ca
Position:	Faculty, Partial Load
Course Number & Name:	ECE 113/ECE 116
Undergraduate or Graduate:	Undergraduate - Two year diploma
College & Department:	Seneca College, School of Early Childhood Education
Modality for non-COIL component (face-to-face, fully online, or hybrid):	Hybrid or Fully online
Number of Students:	20-25
Institution:	Seneca College

City & Country:	Toronto, Canada
Name:	
Email:	
Position:	
Course Number & Name:	
Undergraduate or Graduate:	
College & Department:	
Modality for non-COIL component (face-to-face, fully online, or hybrid):	
Number of Students:	
Institution:	
City & Country:	
Name:	
Email:	
Position:	
Course Number & Name:	
Undergraduate or Graduate:	
College & Department:	
Modality for non-COIL component (face-to-face, fully online, or hybrid):	
Number of Students:	
Institution:	
City & Country:	

3. Language(s) of instruction at each institution
FIU: English Seneca: English

4. Primary language(s) of most students in each course
English, Mandarin, Cantonese, Hindi, Punjabi, Koresn, Tagalog,Persian, Russian, Arabic, Portuguese, Spanish, Italian English and Spanish

5. Language of student collaboration
English

6. COIL module dates
Sept. - Dec. 2021

7. COIL module student learning outcomes (1-3 only)

(1-3 learning outcomes; at least one learning outcome should address intercultural communication and one or two other learning outcomes should address disciplinary learning). These outcomes should be written in collaboration with your partner – synchronously or asynchronously
 	
Class Participation learning outcomes
● Poster (Similarities bring us together, differences bring us even closer)
    ○
● OOEL (Learning about other cultures)
    ○ Cultural awareness
    ○
    ○ Engagement
● Seven Blind Mice GOALS
    ○ Perspectives
 	
https://learn.outofedenwalk.com/documenting-the-everyday/

8. Description of how faculty will prepare students to engage in COIL (e.g. intercultural communication, interdisciplinary collaboration, and/or technological knowledge and skills)
● Canva poster (include land acknowledgement https://native-land.ca) ● Everyday life (Out of Eden Learn)

- ○
  - We will use the Seven Blind Mice children's book by Young to engage the students in a conversation of the benefits of a COIL experience.
  - We will then invite them to use the [Compass Points thinking routine](#) to explore how they feel about that.

As suggested by the How Does Learning Happen document, "pedagogical documentation is about more than recording events" (2014, p. 21). Pedagogical documentation is a medium and a process for educators to engage in co-learning and co-planning with children and their families (HDLH, 2014).

Therefore, the purpose of this assignment is for students to learn about co-planning and co-creating learning environments for preschool-aged children while working with their experiences captured in pedagogical documentation.

In small groups, students will reflect on the various connections children make while building relationships, considering possibilities, asking questions, hypothesizing and building their own theories. Furthermore, students will explain their rationale for selecting pedagogical approaches and processes in planning the next steps of the learning experiences for children. This will include, choosing ways of facilitating children's deeper understanding and exploration and challenging their thinking

9. Description of icebreaker (duration and activity)

- Paper doll self -What did you play as a child?
- Have students design a poster about themselves. The poster will tell the meaning of their name, and a short paragraph that tells others about something that they care about.
- Students will share their posters and give feedback to other students.

https://www.canva.com

10. Description of the student collaboration

- They will design a **Special Topics pr**esentation and share with their peers

TOPICS

1.   Constructivism

- **Follari Chapter 3**
- **http://www.thirteen.org/edonline/concept2class/constructivism/index.html**
- **Inquiry-based learning**
  http://www.thirteen.org/edonline/concept2class/inquiry/index.html
- **https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_oct7.pdf   pg. 18-28**
-

2. United Nations Global Sustainable Goals

- **https://omepworld.org/why-is-education-for-sustainable-development-important-for-early-childhood-education/**
- **https://www.un.org/sustainabledevelopment/**
- **Decolonizing and Co-Constructing Contexts that Welcome Indigenous Practices and Knowledges inEarly Childhood EducationKaryn Callaghan, Faith Hale, Michelle Taylor Leonhardi,Monique Lavallee**
- **https://www.semtribe.com/stof/culture/seminoles-and-the-land**
- ▶ **Indigenous Peoples and the Sustainable Development Goals**
- **https://seminoletribune.org/gestures-take-place-across-the-country-for-indigenous-land-acknowledgements/**
- **https://employees.senecacollege.ca/spaces/137/senecan-connect/articles/announcements/4895/land-acknowledgement**

3. Play

- **Learning-through-play White Paper.pdf**
- **http://www.researchgate.net/publication/276269240_Early_Child_Development_and_Care_Learning_by_thinking_during_play_The_power_of_reflection_to_aid_performance**

- https://www.cmec.ca/Publications/Lists/Publications/Attachments/282/play-based-learning_statement_EN.pdf
- https://www.college-ece.ca/en/Documents/Practice_Guideline_Pedagogical_Practice.pdf

4. Standards

- http://www.thirteen.org/edonline/concept2class/standards/exploration.html
- https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf

5. Family and Community

- http://www.thirteen.org/edonline/concept2class/familycommunity/index.html
- https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf (pgs. 7, 18-19)

6. Intentional Teaching

- **Intentional teaching and play.pdf**
- **Intentional Teaching Epstein.pdf**
- **Intentional teaching Australia.pdf**
- https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf (pgs. 20-22)

7. Planning and documentation

- **Mara Krechevsky, Melissa Rivard & Fredrick R. Burton (2009) Accountability in Three Realms: Making Learning Visible Inside and Outside the Classroom, Theory Into Practice, 49:1, 64-71, DOI:** 10.1080/00405840903436087 **(hard copy on Canvas)**
- http://ececompsat.org/docs/as-cultureofinquiry.pdf
- http://www.agencybydesign.org/inquiry-cycle
- https://www.college-ece.ca/en/Documents/Practice_Guideline_Pedagogical_Practice.pdf

- Collaborative Curriculum Design /Co-creating Curriculum

Assignment Description Candidates will apply their knowledge of child development, principles of teaching and learning to design a developmentally appropriate integrated unit for young children including ESOL, ESE and LEP. In designing an integrated (Language Arts, Math, Social Studies, Science, Art, PE) developmentally appropriate unit the candidate will: Align unit design with the

Next Generation Sunshine State Standards (http://www.fldoe.org/bii/curriculum/sss/) and/or Common Cores Standards http://www.cpalms.org/Standards/Common_Core_Standards.aspx as indicated in the objectives component of the plan Use the teaching for understanding framework(TfU) NAEYC standards http://naeyc.org/about/positions/pdf/standlcurrass.pdf ; http://naeyc.org/about/positions/pdf/CAPEexpand.pdf . Articulate the elements of the TfU using a variety of data independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. Design performances of understanding to modify instruction to respond to preconceptions or misconceptions. Design generative topics that relate and integrate the subject matter with other disciplines and life experiences Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding Develop learning experiences (performances of understanding) that require their students to develop high level thinking skills Design performances of understanding that apply a variety of performances of understanding to engage students in deep understanding of concepts Develop ongoing assessments. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and NBPTS/subject and inform the students understanding

As suggested by the *How Does Learning Happen?* document, "pedagogical documentation is about more than recording events" (2014, p. 21). Pedagogical documentation is a medium and a process for educators to engage in co-learning and co-planning with children and their families (HDLH?, 2014).

Therefore, the purpose of this assignment is for students to learn about co-planning and co-creating learning environments for preschool-aged children while working with their experiences captured in pedagogical documentation.

In COIL groups, using the Seneca Lab School starter documentation or suggested topics, students will reflect on the various connections children make while building relationships, considering possibilities, asking questions, hypothesizing and building their own theories. Furthermore, students will explain their rationale for selecting pedagogical approaches and processes in planning the next steps of the learning experiences for children. This will include, choosing ways of facilitating children's deeper understanding and exploration and challenging their thinking. Applying knowledge from *How Does Learning Happen? (2014), Practice Guideline Pedagogical Practice (July 2020), information learned in class lectures,* and other class readings, students will document and share their learning with the class through a presentation of their own pedagogical documentation.

Topics: -dandelions, butterflies, worms, water, noodles, beans

11. Describe any common readings, films, or other resources students will use
 ● Watch [The Danger of a Single Story](#) by Chimamanda Adichi ● The students will have to conduct research to find literature to work on their two projects ● Habits of Mind ●

12. Technology tools used (synchronous and asynchronous) ***** Please refer to [FIU's Disability Resource Center](#) for more information regarding accessibility.
 Zoom for Synchronous

13. Technical support available at each institution
  Seneca College: **ITS Contact:** Service desk - 24/7 support 416.491.5050 ext. 22129 servicedesk@senecacollege.ca [@SenecaITS](#)

14. Description of how students will reflect on their COIL experience at each institution
 They will answer a Qualtrics survey

15. Description of how the collaboration task(s) are graded and student learning is determined at each institution

Each institution will grade based on the rubrics designed for the assignment.

16. How might this COIL connect to student and faculty mobility?

Schoology.com

https://app.schoology.com/course/5095169073/materials

Access code VBWB-8GBK-WBBXW

https://www.amazon.com/Teaching-Understanding-Guide-Tina-Blythe/dp/0787909939

The Teaching for Understanding Guide / tina blythe

TfU
https://youtu.be/OnKhshfF730

Curriculum Theories and Practice

- This is a group activity. The candidates should sign up for the topic of preference and work as a team with group members. Please make sure that you'll be available to work cooperatively with your group members. The project should reflect cooperative efforts. Please **avoid** isolated contributions to the final product; copy & paste; and reading long texts in your presentation. Each group will be responsible to help the class understand the topics. Please **follow the rubric** for grading criteria. Part of your grade will be determined by your classmates' feedback and understanding of your topic.
- The candidates will design a presentation or a 5 minute pedagogical video (uploaded to youtube.com) of any of the topics below. Include theoretical foundations, implementation, and examples, and present them in class.
- Students who present a PowerPoint or Prezi should engage their classmates in interactive and/or hands-on activities either from their own or from the websites below to ensure their fellow classmates understand the concepts. Students who choose the video option should be creative in communicating and demonstrate their understanding of the selected topic.

Constructivism (Individual or group effort) Follari Chapter 3
http://www.thirteen.org/edonline/concept2class/constructivism/index.html

Inquiry-based learning http://www.thirteen.org/edonline/concept2class/inquiry/index.html

United Nations Global Sustainable Goals

https://www.un.org/sustainabledevelopment/

 (Links to an external site.)

Play

White Paper (hard copy on Canvas)

Learning by thinking during play (Hard copy on Canvas)

http://www.researchgate.net/publication/276269240_Early_Child_Development_and_Care_Learning_by_thinking_during_play_The_power_of_reflection_to_aid_performance

 (Links to an external site.)

Standards

 http://www.thirteen.org/edonline/concept2class/standards/exploration.html

 (Links to an external site.)

Family and Community

http://www.thirteen.org/edonline/concept2class/familycommunity/index.html

 (Links to an external site.)

Intentional Teaching

Intentional teaching and play.pdf

Actions

 (Links to an external site.)

Intentional Teaching Epstein.pdf

Actions

 (Links to an external site.)

Intentional teaching Australia.pdf

Actions

 (Links to an external site.)

Planning and documentation

Mara Krechevsky, Melissa Rivard & Fredrick R. Burton (2009) Accountability in Three Realms: Making Learning Visible Inside and Outside the Classroom, Theory Into Practice, 49:1, 64-71, DOI: 10.1080/00405840903436087

 (Links to an external site.)

  (hard copy on Canvas)

 http://ececompsat.org/docs/as-cultureofinquiry.pdf

 (Links to an external site.)

http://www.agencybydesign.org/inquiry-cycle

 (Links to an external site.)

http://www.agencybydesign.org/suggested-practices

Curriculum models critique (Taskstream artifact)

FEAP (a)1.e.   Uses a variety of data independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons.

FEAP (a)3.d   Modify instruction to respond to preconceptions or misconceptions.

FEAP (a)3.e.   Relate and integrate the subject matter with other disciplines and life experiences

FEAP (a)3.g.   Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding

FEAP (a)3.i.   Support, encourage, and provide immediate and specific feedback
to students to promote student achievement; and NBPTS/subject

Learning Outcomes

- To share knowledge and collaborate with young children, parents, and other professionals to develop a curriculum that enhances and improves communication.
- Understand the difference between knowledge and understanding to develop a unit.
- Understand the scope and sequence, curriculum resources, and materials necessary for planning an integrated developmentally appropriate curriculum for young children using the UN Sustainable Development Goals.
- (Links to an external site.)
-
- Understand effective instruction including learning environments for young children in order to plan, implement, and evaluate learning units.
- Understand how to build a repertoire of realistic projects and problem-solving activities designed to assist all children in demonstrating their ability to think creatively on issues of global significance.
- To explore their knowledge of authentic assessment tools to effectively evaluate children's progress and plan creative learning opportunities.
- Students will understand and appreciate their interpretations of early childhood theories and philosophies in practice.
- Students will appreciate techniques and strategies to teach for understanding and measure higher-order thinking skills in children.
- Students will understand research on child development to effectively apply this knowledge to work with young children, including those with special needs and ESOL.
- To maintain professional growth in the field of Early Childhood Education and the development of ethical conduct as set forth by the State of Florida.

Candidates will apply their knowledge and understanding of child development, current teaching and learning theories, design thinking, and design a developmentally appropriate integrated unit for young children including ESOL, ESE, and LEP.

Instructions

Design a unit using the TfU framework integrating all the disciplines (Language Arts, Math, Social Studies, Science, Art, PE) in a developmentally appropriate unit including:

- Select State Standards (https://www.cpalms.org/Public/
- (Links to an external site.)
-)
- Articulate the elements of the TfU (Throughlines, Generative Topic, Understanding Goals, Performances of Understanding and Ongoing Assessment)
  - The UGs should be aligned to the UN sustainable development goals

- ○ [(Links to an external site.)](#)
- ○
- ○ The PUs should modify instruction to respond to preconceptions or misconceptions.
- ○ Design generative topics that relate and integrate the subject matter with other disciplines and life experiences
- ○ Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
- ○ Develop learning experiences (performances of understanding) that require their students to develop high-level thinking skills (use design thinking strategies) and deep understanding of concepts.