



Course Outcomes Form Northwest Indian College

All hand-outs are posted on the faculty website at www.nwic.edu/faculty (follow the Assessment link)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically.

Last date this form was updated or edited	April 16, 2008
Course Number (e.g., ENGL 101)	ECED 197B
Course Name (e.g., English Composition I)	Practicum II: Playing Responsively
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Shelley Macy
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Instructor Resource: <i>Connecting to Children—Teacher Resource Guide to the Modules</i> . Tom Drummond. PERF-ect. Seattle. 2002.
	Students co-construct their text throughout the course.

A. **NWIC outcomes:** From the *List of NWIC Outcomes*, select the most important outcomes you assess in this course (at least one NWIC outcome must be chosen).

NWIC outcome # (e.g., “Written communication: 2a. write standard English”)	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Written communication: 2a. Write standard English	Writing in response to each of 6 investigations.	Student writing
Oral communication 3b: Apply interpersonal communication skills..	Discussions Sharing Project of understanding and Expression of Understanding	Participation Student presentations

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 8).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
1. Develop a concept of play recognizing (a) the three-step sequence and (b) both positive and negative social forces in play.	Students “play” in class with “loose parts,” open-ended materials. Small and large group discussions following the playing time. Observations of play between class sessions in an early learning program. In seminar, recording insights and observations collectively; formulation of questions to guide further inquiry about nature of play.	Student participation in play Student contribution to small and large group discussion Student writing on group record (white board or easel sheet) of observations, insights, and questions.
2. Differentiate between responding to a child’s play and initiating play oneself, and respond to at least one child who does not often initiate play.	<i>Observation</i> <i>Participation in play, working to be responsive, in an early learning setting.</i> <i>Seminar discussions, generating group list of observations, experiences, and insights.</i>	Student participation in small and large group sharing. Student contribution to group lists.
3. Show interest in and play responsively with at least one child whose play behavior is either withdrawn, passive, or	In early learning setting, identify children and select one whose behavior you would like to influence.	Student participation in small and large group sharing. Student contribution to group lists.

aggressive.	Engage in responsive play with child in ECE setting. <i>Seminar discussions, generating group list of observations, experiences, and insights.</i>	Writing for portfolio
4. Demonstrate commitment to and enjoyment in playing responsively with at least one child.	<i>Play project exploration—student selects a play project that will push her/him to play responsively at the edge of their comfort and ability level.</i> <i>Document play project</i>	Student participation in small and large group sharing. Student contribution to group lists. Representation (story, poster, demonstration, etc.) of learnings. Portfolio
5. Encourage the flourishing of a child’s full self through responsive play.	Document play project	Tangible project completion and quality Portfolio
6. Represent and share your commitment to responsive playfulness in influencing the life of one young child.	<i>Project of Understanding that includes:</i> <i>Daily log</i> <i>Document Panel of photos and journal entries</i> <i>Discussions</i> Create an “Expression of Understanding”	Student presentation of Project of Understanding Project completeness Portfolio Participation Relevance of “Expression of understanding”
7. Demonstrate your understanding, use of, and results of playing responsively with children, relating your understanding to your cultural values and identity.	<i>Share “Expression of Understanding”</i>	Student presentation of “Expression of Understanding Portfolio completion.