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ECE 188- Block Play and Woodworking for Young Children-Debra Shope- Part A- Summer 2024

*** Part A: Your Plan DIRECTIONS 1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey): Outcome #1**

2. Articulate the role of block play and wood working in the acquisition of skills and concepts across all developmental domains.

*** Outcome #2**

3. Design, implement and evaluate block play and wood working experiences for children of varying ages (2 years to school age) and abilities.

*** Outcome #3**

4. Identify solutions to common barriers and issues that arise when implementing block play and wood working experiences with children

Have you completed an assessment for this course prior to this term?

No

If yes, are you assessing different outcomes?

No

Comments:

This is the first time that I have taught this course.

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

Associate of Applied Science - Early Childhood Education

*** Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding**

Assignment: The Value of Block Play & Woodworking

*** Outcome #2: Method to assess student understanding**

Project: Create a Block Play or a Woodworking Center

*** Outcome #3: Method to assess student understanding**

Forum #4: Examining challenges of block play and woodworking with young children.

Forum #5: What ideas and strategies do you have to ensure that your block play and woodworking centers are inclusive and are free from stereotypes and biases? How will you support diverse learners and dual language learners?

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

80% of the students that submit this assignment will earn a total grading score of 12 to 15 rubric points on their assignment. Note that this project is worth a total of 15 points.

*** Outcome #2: How will you know if you were successful in your efforts to teach this outcome?**

80% of the students that submit this project will earn a total grading score of 30 to 40 rubric points on their project. Note that this project is worth a total of 40 points.

*** Outcome #3: How will you know if you were successful in your efforts to teach this outcome?**

90% of the students will fully participate in forum discussions #4 and #5 and will earn a total grading score of 5 to 6 rubric points per each of the forums. Note that forums are worth a maximum of 6 points for full and rich participation.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1

Which course elements best engaged you and supported your learning? Examples would include: reading selections, video selections, online resources, forum discussions, knowledge check quiz, assignments/projects, In-person class interactions, other?

Question #2

How could the instructor improve this course? Please provide at least one specific example.

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Evidence" and/or "identify strategies" 3. ILO#4 - Cultural Awareness - "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

Debra Shope, MA