

ECFS 454: Service-Learning and Research (for the Teaching and Learning Track)

Autumn 2016 • University of Washington

Instructor: Mary Clevenger-Bright

Overview

This is a seminar for seniors that incorporates service-learning in early childhood (P-grade 3) classroom settings. This seminar is intended to tie together research and practice, demonstrating how research informs work of teaching and learning in the profession of early childhood and family studies. Course readings and small group discussions are designed to allow students to critically reflect on service-learning activities/experiences as a way of understanding relationships between academics and the issues, activities, and concerns that are present in the community. The seminar also includes a career development component as developed with the UW Career Center.

This course is focused on Standard 6: Becoming a professional from the NAEYC Standards for Early Childhood Preparation (http://www.naeyc.org/ncate/files/ncate/Initial_2pager.pdf) :

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. Course sessions, assignments, and service learning placements are designed to address the following aspects of Standard 6:

6c: Engaging in continuous, collaborative learning to inform practice.

Course Objectives: At the end of this course, students will be able to:

1. Observe and analyze the ways in which theoretical ideas and current issues in the field of early learning are evident in early childhood classroom settings and experiences.
2. Reflect upon aspects of professionalism related to their own experiences in early childhood classroom settings.
3. Integrate assignments from ECFS 400 and/or ECFS 410 into service learning experiences and observations in early childhood classroom settings.

Role of Service-Learning in the Course

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Assignments Related to Service-Learning

3-5 hours per week of Service

development of learning objectives with site supervisor

integrated assignments related to ECFS 400, Observation & Assessment of Young Children, and/or ECFS 410, Language & Literacy Development in Preschool

Informational interview with professional in the field of early learning

Carlson Leadership & Public Service Center

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