

ECFS 303B, 304B and 454: Service-Learning and Research (for the Teaching and Learning Track)

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Overview

Junior and senior students will be enrolled in one or more courses in the Early Childhood and Family Studies "Teaching and Learning" curriculum, serving in early childhood classrooms (P-grade 3) while gaining knowledge and skills to support children's learning and develop professionally. Courses support students as continuous, collaborative learners who demonstrate knowledgeable, reflective, community-based, equitable, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources.

All courses contribute toward ECFS program objectives and equity statement:

ECFS Program Outcomes

- Read and evaluate research
- Translate research findings to solve practical issues of early childhood
- Understand neurological, behavioral, social/cultural influences on child development including bio-behavioral aspects and family systems
- Recognize community-based needs for informing research and policy directions
- Understand risk factors affecting child development
- Recognize indicators of typical child development and examples of atypical development
- Understand process for impacting social policy
- Demonstrate knowledge and skill in early childhood practices in applied settings

Equity Statement

We believe that

- We are all a part of ecological systems that represent a diverse range of cultures, past experiences, and values. This diversity is a great strength.
- Systemic inequity has and continues to pervade our society. Historic and current oppressions (e.g. racism, sexism, homophobia, ableism, etc.) are omnipresent and affect our thoughts, behaviors, and policies in complex ways.
- Social justice involves providing access to systems of power and transforming our individual actions, relationships, and systems to be more equitable.
- Equity work is grounded in reciprocal relationships at many levels.

We will

- Engage in self-reflective equitable practice. This means checking our biases, reflecting on our interactions, initiating and responding to feedback, and taking action.
- Engage with communities cognizant of power and positionality. We will recognize and work in partnership with the strengths of our youth, families, and communities.
- Explicitly discuss systems of privilege and power, as well as encourage critique of powerful systems. We will transform inequitable systems and interactions by naming what is inequitable, proposing alternatives, and enacting more equitable practices, policies, and procedures.
- Build and maintain reciprocal relationships, both when initiating engagement and when working through challenges.

Role of Service-Learning in the Course

The ECFS program values community based partnerships with service learning sites and we greatly appreciate the opportunity for our students to partner with and learn from you and the children and families that you serve!

Our “Teaching and Learning” curriculum is intended to tie together research and practice, demonstrating how research informs early childhood teaching and family engagement, to support children’s learning and development. Course content, readings, small group discussions, and assignments are designed to allow students to develop skills and critically reflect on service-learning experiences as a way of understanding relationships between academics and the issues, activities, and concerns that are present in the community.

Assignments Related to Service-Learning

Students enrolled in these courses will complete a variety of assignments, demonstrating their knowledge, observation, and enactment of practices that support young children’s development, reflection about their own identities, professional development, community based engagement in service learning sites, and future career goals.

Each quarter, students will complete approximately 2-6 short videos, focused on themselves and their enactment of practices to support young children’s development in the service learning classroom. They may also have other assignments such as child observations, an interview with an early learning professional, or community explorations.

Carlson Leadership & Public Service Center

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