

Early Childhood Learning Center

Department of Family and Consumer Sciences



A Laboratory Preschool A Classroom Within a Classroom

The Laboratory Experience

The Early Childhood Learning Center served 446 university students and facilitated seven departments for the 2012-2013 school year.

DEPARTMENT	COURSE AND LABORATORY EXPERIENCE	Students	Students
		FA 12	SP 13
ART	ART 226 Digital Photography Laboratory Experience: <ul style="list-style-type: none"> • Students digitally photograph children at the Center. • Students design an art portfolio. 	2	
	ART 319 Visual Arts in the Classroom I Laboratory Experience: <ul style="list-style-type: none"> • Lecture from scribbles to representative art • Students create process art with children 	11	12
BIOLOGY 	BIO 310 General Botany Laboratory Experience: <ul style="list-style-type: none"> • Students examine current landscape and design a landscape/garden. • Students create a landscape /garden with children. 		4

**FAMILY AND
CONSUMER SCIENCES**



FCS 120 Child and Adolescent Development

Laboratory Experience:

- 15 supervised field hours working with 3 and 4 year olds
- 2 hours of workshop training
- Students keep reflective journal

43

FCS 150 Human Development

Laboratory Experience:

- Students complete 5 observations of 3 and 4 year olds
- 10 supervised field hours working with 3 and 4 year olds
- 2 hours of workshop training part two
- Students observe a demonstration of the preoperational child's ability to think and process

52

86



FCS 310 Early Childhood Education

Laboratory Experience:

- Students design and implement a theme based lesson for 3 and 4 year olds at the ECLC
- Students design and implement emergent literacy plan at the ECLC
- Students identify print rich environment
- Students teach children conflict resolution techniques

18



FCS 355 Development of the Special Needs Child

Laboratory Experience:

- Students observe and shadow children with special needs when needed
- Students design language boards to help implement growth for a child with special needs

24

FCS 425 Child Nutrition

Laboratory Experience:

- Students design and implement child nutrition lessons for 3 and 4 year olds at the ECLC
- Students create a healthy meal for a young child
- Students observe and document children at a meal time

18



FCS 460 Administration In Early Childhood Education

Laboratory Experience:

- Students evaluate the center's safety and licensing procedures
- Students read and evaluate policies and emergency procedures of the center

14

	<p>FCS 470 Practicum Early Childhood Education</p> <p>Laboratory Experience:</p> <ul style="list-style-type: none"> Students do a minimum of 90 hours of supervised student teaching including assessments, observations, and full immersion into teaching 		2
<p>KINESIOLOGY</p> 	<p>KPE 312 Motor Development</p> <p>Laboratory Experience:</p> <ul style="list-style-type: none"> Students test current theories of motor development by designing, implementing, recording and analyzing research projects utilizing the Early Childhood Learning Center children 	63	
<p>PSYCHOLOGY</p>	<p>PSY 308 Developmental Psychology Birth Through Adol.</p> <p>Laboratory Experience:</p> <ul style="list-style-type: none"> Students observe and document observations of children Students survey parents regarding growth and development of children 	2	1
<p>SCHOOL OF EDUCATION</p> 	<p>EDU 402 Research-Based Learning Theory</p> <p>Laboratory Experience:</p> <ul style="list-style-type: none"> Students observe a demonstration of the preoperational child's ability to think and process Students design and implement a lesson for the preoperational child 	15	14
<p>SCHOOL OF NURSING</p> 	<p>NSG 310/311 Care of Families & Adolescent Focus</p> <p>Laboratory Experience:</p> <ul style="list-style-type: none"> Students observe growth and development of 3 and 4 year olds Each student implements and evaluates one child at the center using the Denver Developmental Screening Test II (DDST II) 	33	32
<p>TOTAL</p>	<p>SEVEN DEPARTMENTS</p>	<p>239</p>	<p>207</p>

ECLC Student Learning Outcomes

Student learning outcomes have been developed for all field experiences that are done at the Early Childhood Learning Center. The student learning outcomes for the Center are designed to feed into and enhance the child and adolescent development student learning outcomes in the Department of Family and Consumer Sciences. The field experience is set up to introduce, develop and master skills related to interacting with young children in various areas. All field experience at the ECLC requires a completion of a training workshop before any students are even able to start their field experience hours.

Botany Class Gains Practical Application Through Laboratory Experience

In the spring of 2013 the students of BIO 310 General Botany partnered with the Early Childhood Learning Center to provide practical learning opportunities. Each student is required to learn what they have used in the course and then volunteer service for the benefit of another person or group. The ECLC provided an opportunity for a group of four students from the class to examine a landscape area in need of some attention. The students then determined what should be done to get the area ready with soil amendments. The botany students had planned in advance what should be planted and purchased the plants.



One student worked on a planter box on the playground. Several other students worked on a spring garden in the back of the school. The students, with the help of the children, removed existing plants and weeds and then helped the children to plant new plants in the area. In the Early Childhood Learning Center back garden, they planted a variety of plants, including tomatoes, cherry tomatoes, zucchini, squash, and many other vegetables. This was a great opportunity for the students to apply the knowledge that they learned in the botany course. I look forward to future projects at the ECLC for the benefit of my students.

Submitted by: Dr. Dianne Anderson, Professor of Biology, Director of the Biology Graduate Program

The ECLC Provides Collaborative Teaching/Learning Experiences for Education Students

A highlight for the students in EDU 302 Foundations in Education and Learning Theory taught by Dr. Jim Johnson is the collaborative teaching/learning experience between the School of Education teacher training program and the Early Childhood Learning Center. It begins with a presentation and in-class demonstration by Professor Susan Rogers on developmental theory – with real preschoolers from the ECLC and discussion and sharing by showing the teacher education students the concepts of Piagetian theory. The education students then develop and teach a 20 minute lesson in the Early Childhood Learning Center and respond in reflective writing and discussion about developmental theory – from their personal experience teaching their lesson in the ECLC.

Learners of all ages today in the 21st Century world have four basic needs that should be provided and central for their learning:



- Learning that addresses real-life situations
- Learning with immediate application
- Learning (process and content) provided in a variety of ways
- Mediation/facilitation in helping to make relevant associations for new learning from prior learning

The highly collaborative efforts of the School of Education, Early Childhood Learning Center and Child Development program have proven consistently to be a perfect solution for providing teaching/learning practicum and content that is truly *Experiential, Engaging, and Relevant*. The expertise of the staff and faculty serving the Early Childhood Learning Center assure a quality educational experience and a clear example of teaching effective educational practices in ways that enhance learning for PLNU teacher education candidates.

Submitted by: Dr. Jim Johnson, Professor of Education

Practicum Students Design and Implement the Project Approach in the Classroom

The Project Approach is a child-initiated approach that is led by the children's curiosity and promotes children using high level thinking and academic skills. Projects help give children the skills and the confidence to find answers to their own questions. Practicum students are an integral part of the project approach and learning experience at the Early Childhood Learning Center.

Every year the Early Childhood Learning Center classrooms provide the setting for FCS 470 practicum students to synthesize and apply the knowledge they gained from earlier courses in the Child and Adolescent Development major. Each practicum student is assigned to a classroom and a mentor teacher. Their practicum experience consists of 90 hours of classroom observation and teaching experience, supervised by their practicum professor, as well as weekly practicum class time. Students gradually take on the responsibility of designing developmentally appropriate learning centers and activities for the children in their classroom, as well as leading whole group circle times. During this process the students gain skills in classroom management and effective lesson design and presentation.

Students become keen observers of the children they are teaching. As the practicum student notes child interest and curiosity about a certain topic, an investigative project emerges. The project is led by the children's curiosity and promotes children using higher level thinking and academic skills. Practicum students take the children at the Early Childhood Learning Center on a journey of exploration and research. They write lesson plans, design learning centers, present lessons, and facilitate the project. The highlight for each practicum student is the class project they facilitate.



During the spring of 2013, a practicum student facilitated the "Veterinarian Project" in the four year old class at the Center. Springing from a class discussion of community helpers and the children's natural interest in animals, the practicum student noticed the children playing Veterinarian. She added books about animals, and the children helped her create a vet's office in the dramatic play center, complete with stuffed animals, toy medical equipment, doctor dress up clothes, a sign-in table, signs, etc. The student and the children then created a web of veterinarian ideas and a list of questions. She arranged for a veterinarian of large animals to come and talk to the children about being a vet who takes care of horses, cows and other large animals. The children listed the new things they learned and continued to be curious about small animal vets. Next, the student arranged for a field trip to a local vet's office. The children generated more questions that were taken on the field trip. They met the veterinarian, his assistants, and some of his patients (dogs and cats). They also saw the vet's equipment and were able to ask their questions. The student documented the Veterinarian Project with photos and written documentation, as well as samples of the children's drawings, writings and other representations of their learning. The "Veterinarian Project" extended over several weeks, fueled by the children's continued interest and our practicum student's skillful guidance.



All of our classes are in various stages of their projects. Some have made lists of what they know and what they would like to know about their subjects. Others have gone on field trips to find out answers to some of their questions. Some are busy constructing their own knowledge by creatively building and exploring in their classroom. Teachers are taking cues from the children as they explore and learn together.

Submitted by: Aleta Slater M.A., Adjunct Professor of Child and Adolescent Development

The Mission

Point Loma Nazarene University's Early Childhood Learning Center is a campus laboratory school under the Department of Family and Consumer Sciences. It has the unique opportunity of serving the community by meeting the needs of children and their parents. At the same time, the center serves as the location for observations and demonstrations of teaching methods and provides other experience for students preparing for careers working with children. The Early Childhood Learning Center is a laboratory in human relationships where children, parents, students and teachers interact, play, work and learn together.

Point Loma Nazarene University is an institution of the Church of the Nazarene. Professors, teachers and students are mature Christians who serve as models and guides to children in their growth and development. Christian living is the foundation of day-by-day living, learning, and teaching. Our program is planned to encourage the social, emotional, cognitive, physical, and spiritual growth of children and to give guidance and support to parents in achieving a more effective and fulfilled parenthood.

Portfolio Assessment of Children

Every child's development is documented in an individual portfolio for each school year they are enrolled in the center. Portfolios allow for multidimensional assessment of a child. Cognitive, social, and physical growth may all be assessed. There is a purposeful collection of a child's work documenting the growth and change for each child over time. It is an authentic means of assessment which provides evidence of growth.

The portfolio shows what the child is learning and how that learning has occurred. It contains samples of work including writing and drawing that the child has done as a part of the ongoing classroom activities. It includes photographs, records of teacher observations and checklists of each child's skills. Portfolios allow for an in depth look at the child as a learner.

Portfolios have been an effective tool in assessing each child's growth and development and are used when conferencing with parents.

The Curriculum

The curriculum includes sequential activities and concepts as well as activities appropriate for each month. The center bases its curriculum on both teacher knowledge and what is meaningful for each child. Projects emerge from collaborations between teacher direction and children's interest.

The program consists of a teacher-prepared environment with a variety of experiences that invite children's active participation. Some examples of these classroom choices include a writing center, process-oriented art, listening centers, science exploration, sensory activities, block building, dramatic play, puzzles, games, books, math readiness activities, language development, and print activities. Children are free to select any or all of the available activities each day. Adults circulate among the various centers to scaffold the learning.

If you are interested in exploring how the ECLC can facilitate a laboratory experience for your students . . .

Please Contact:



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