**TIPS, IDEAS, AND STRATEGIES FOR INTRODUCTION TO EARLY CHILDHOOD PROVIDED BY WEBINAR PARTICIPANTS**

* Use **Introduction to the Early Childhood Profession** (Slide # 17 in the webinar) as the first class quiz. The quiz is not for points, but is used as a study guide and a list to build upon.

**Teaching Students to Observe**

**Using Video and Photos/Pictures**

* Begin with video clips, then everyone observes the same thing, the videos can watched multiple times and discussed (e.g., what was seen versus what was implied)
* Have students write up an anecdotal record based on a video, then share with a classmate, and in a discussion board give each other feedback.
* After reviewing observation strategies and different ways to collect data, have students watch video clips (independently) then share their observations
* Use videos to build observation skills, then have students conduct a real life observation
* We have been trying to provide 2 ways to complete each observation assignment: an in-person visit, or a video clip. Often there are no quality sites in their area, so when we use a video clip, we know what they have seen.
* Use one brief video and observe that same video for each domain, one at a time.
* Help students practice different types of observation by going out on campus to do a frequency count or an anecdotal observation and then come back and share
* To begin teaching about objective vs. subjective:
  + Have students write anecdotal notes about children's artwork or compare lemons
  + sort objective from subjective statements
  + Use a photo of child and have one group create a "story" about the picture and the other record facts. Then compare and contrast the differences between stories and observations
  + Have two volunteers leave the room and two others act out a scene. The rest of the class write observation notes. After a couple of minutes, the class works together to write the observation in order on the board. The second set of volunteers then have to act out the same scene by following what is on the board. Students then discuss why the observations were not exactly alike.
* Describe pictures using wow words

**Live observations**

* Record live observations to use for later discussion and reflection
* Have students observe in different settings and across age groups (e.g., preschool child, toddler) and document their observations
* Have two or more students observe the same event and compare their written observations
* Use discussion board prompts for students to share observations with each other and allow them to comment and learn from one another
* Have students videotape themselves teaching then watch it later and take notes
* Have students sit in a fast food restaurant, scribe what they see, then debrief and discuss in class
* Practice observing other students. Have a student perform a simple task in front of everyone and have the others write an anecdotal record of what they are observing. We discuss being objective.
* Have students observe and document their course instructor/professor and discuss what they saw and observed in her behavior

**Data Collection**

* Tell students to not be afraid of data collection, they can began data collection as anecdotal notes. Encourage them to use post it notes, also utilize the para as a data collector
* Ask students to write Running records and anecdotal notes; first teach a series of steps to observe: 1) Child's attention (gaze); 2) child's behavior; and 3) child's affect. Then ask them to interpret, either the child's internal states, or the developmental skills they see
* Have students keep a running record for 5 to 10 minutes in the classroom as the basis for discussion

**Resources:**

* The link to the Kansas Early Learning Standards if you are interested - [**http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf**](http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf)
* Don't Dismiss Early Education as Just Cute--It's Critical - article by Lisa Guernsey
* Join ACCESS for resources
* The CONNECT website

**Questions:**

* Are others are using Turning Technologies, clicker system, and would anyone be interested in sharing, I have jeopardy done with philosophers and DAP questions. Contact [**cheryl.bulat@morton.edu**](mailto:cheryl.bulat@morton.edu)