FLEMING

Course Outline

Course Title: Inquiry and Play

Course Number: EDUC132

Approval Date: 2025/8/30

Course Hours: 45 hours

Academic Year: 2025

Academic School: Health and Community Services

Program Co-ordinator or Equivalent: Tanya Pye - Tanya.Pye@flemingcollege.ca

Dean (or Chair): Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Course Description

Through active engagement, this course supports student's critical thinking about play and how it connects to learning and development. Reflective planning tools are introduced which capture observations of children's theories and supports students in the presentation of extended opportunities for learning. Students will practice facilitating "Child led" learning experiences based on children's natural curiosity and inquiry.

Prerequisites: None.

Corequisites: None.

Course Delivery Type

Face to face.

All course hours are delivered in person at the delivery location specified on the academic timetable.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Apply principles and practices of early learning pedagogy to create programming for children across a range of early learning and child care programs including child care, kindergarten, before and after school and child and family programs, and in accordance with current provincial curriculum* guidelines or program/pedagogical documents.
2. Reflect upon early learning programs based on observation and analysis of children's engagement and level of participation with learning materials, environment, self and others.

3. Use a variety of strategies to support learning through inquiry and play-based experiences and provide rationale for pedagogical decision-making.
4. Select and/or design a broad range of open-ended materials that scaffold learning and support investigation, creativity and problem solving in children.
5. Communicate professionally in written documentation including vocabulary, grammar, spelling and format appropriate to the early years sector.

Kindly note, EDUC132 is also offered with online delivery for the ECD-Advanced standing diploma option. Students registered in that program/class should expect some variation delivery of content/assessments. Faculty teaching will provide a clear learning plan and assessment expectations in the first class and these expectations will be available on the D2L course page.

Learning Resources

Dietze, B., & Kashin, D. (2018). Playing and learning in early childhood education (2nd ed.).Toronto, ON: Pearson Canada Inc.

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: https://www.bkstr.com/sfleming-sutherlandstore/home
- Frost: https://www.bkstr.com/sfleming-froststore/home

Assessment Summary

Assessment Task	Percentage
Assignments	35%
Presentations	15%
Applied Learning	30%
Tests	20%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- Academic Integrity (2-201A)
  (https://department.flemingcollege.ca/hr/attachment/7750/download)
- Accessibility for Persons with Disabilities (3-341)
  (https://department.flemingcollege.ca/hr/attachment/5619/download)

- [Grading and Academic Standing (2-201C)](https://department.flemingcollege.ca/hr/attachment/7752/download)
  (https://department.flemingcollege.ca/hr/attachment/7752/download)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
  (https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
- [Student Rights and Responsibilities (5-506)](https://department.flemingcollege.ca/hr/attachment/269/download)
  (https://department.flemingcollege.ca/hr/attachment/269/download)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services (AES)](https://department.flemingcollege.ca/aes/) department (https://department.flemingcollege.ca/aes/) to meet with a counsellor.

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term: 2025 Fall

Program Co-ordinator or Equivalent: Tanya Pye - Tanya.Pye@flemingcollege.ca

Dean (or Chair): Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1	Course Outline and Assessment Overview Introduction to the elements that support the design of inquiry based learning and the programming process	1	
Week 2	Foundations of Play & Process of Play (Chapters 1 & 2)	1, 2, 5	Weekly Reflection, in class (3%)
Week 3	Outdoor and Nature Play (Chapter 4)	1, 2, 5	Weekly Reflection, in class (3%)
Week 4	Language, Emergent Literacy and Play (Chapter 10)	2,3,4, 5	Weekly Reflection, in class (3%)
Week 5	Music, Movement and Play (Chapter 12)	2,3,4, 5	Weekly Reflection, in class (3%) Activity Portfolio Part A (15%)
Week 6	Dramatic Play (Chapter 4)	2,3,4, 5	Weekly Reflection, in class (3%)
Week 7	Mid Term Test	2,3,4, 5	Mid Term Test (In Class)
Week 8	Independent Reading Week		
Week 9	Planning Spaces: The Environment as the Third Teacher (Chapter 5)	1,2,3,4, 5	Weekly Reflection, in class (3%)
Week 10	Loose Parts and Children's Play (Chapter 6)	2,3,4, 5	Weekly Reflection, in class (3%)
Week 11	Blocks and Tech in Child's Play (Chapter 8)	2,3,4, 5	Weekly Reflection, in class (3%)
Week 12	Art and Play (Chapter 9)	1, 2, 3, 5	Weekly Reflection, in class (3%)
Week 13	Incorporating STEM into Child's Play (Chapter 13) (Chapter 11)	1, 2, 3, 4, 5	Activity Portfolio Part B (15%) Weekly Reflection, in class (3%)
Week 14	Final Test, In Class	2,3,4, 5	Final Test, in class (15%)
Week 15	Planning for play in placement	2,3,4,	Weekly Reflection, in class (3%)

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Weekly Reflections (3% each x 11 - Top 10 Marks Kept)-Two parts: a) textbook reflection, b) in class activity aligning to reading (Completed IN CLASS)	Weeks 2,3,4,5,6,9,10,11,12,13,15	1,2,5	30%
Activity Portfolio Part A & B (15% each)	Week 5 & 13	1,4	30%
Mid Term Test (IN CLASS)	Week 7	1,2,3,4,5	15%
Final Test (IN CLASS)	Week 14	1,2,3,4	15%
Extending Children's Learning Pop Up Play Day	TBA (Scheduling of the Pop Up Play Day is subject to support of our community partners. Students will be advised of this date as soon as it is confirmed, and a minimum of two weeks notice provided. Please see News Item on D2L Course Page for Updates).	1,2,3,4,5	10%

EDUC 132 operates this semester with two different deliveries, see comment below in Student Success: Policies and Procedures section. It should be noted that in an effort to support authentic assessment with the course learning outcomes identified on this Course Outline, the assignments designed for the Advanced Standing pathway (ONLINE Delivery) may vary from the Direct Entry pathway (FACE TO FACE Delivery). All course pages will have an Assessment folder on their D2L Course Page, and corresponding Dropboxes, which clearly state the expectations. Students are encouraged to review these and direct any questions to their assigned faculty.

*The Extending Children's Learning: Pop Up Play Day will be conducted for the Face to Face Delivery only. This assignment will require students to plan and implement a developmentally appropriate activity that aligns with Ontario's Pedagogy for the Early Years. Students must have valid NARs to attend. It is anticipated that these visits will be @2.5hrs in length. A minimum of two weeks notice will be provided to the student.

When planning activities for the Pop Up Play Day, some materials may be available for borrowing from the ECE simulated classroom, however this is not a guarantee. Students are ultimately responsible for the set up of their activities and are encouraged to source sustainable materials as often as possible.

It should be noted that Pop Up Play Days are dependent on community support and scheduling. Should either of these factors emerge, an alternative assessment that allows for students to still meet the course learning outcomes

will be provided.

Artificial Intelligence (AI) Statement

NO ASSESSMENTS. Generative AI tools (like ChatGPT) may only be used to assist exploratory learning and cannot directly contribute to any assessment as part of this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com in support of academic integrity. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If students choose to opt out of using the software, they must inform their faculty member at the time of the assignment, of their refusal and meet with the faculty to discuss their options. For further information on the use of Turnitin, please refer to the Operating Procedure 2-201F (https://department.flemingcollege.ca/hr/attachment/10233/download)

Exemption Contact

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Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.

This course is offered with two different deliveries this semester. The EC program is face to face, the ECD program is online. Transferring between the two is not permitted without approval from the Program Coordinator/Academic Chair.

EC Face to Face Delivery Program: While there are no specific grades for attendance in this class, it should be noted that 65% of the assessments in this class are acquired in class via In Class Engagement Activities, Presentations, Tests thus attendance is strongly recommended to achieve academic success. As per the Class Operating Proceedures, there are no 'make up assignments' or 'credit recovery' options for students who are not present for the assessment unless documentation is provided and approved by faculty in advance.

ECD Online Delivery Advanced Standing Program: Attendance in synchronous classes is strongly recommended to support student success. However given the unique nature of the program and the context of the students registered, the Class Operating Procedures are different. While there are still no 'make up assignments' or 'credit recovery', opportunities to complete In Class Engagement Activities, Presentations and Tests outside of scheduled class time will be provided for students registered in this delivery model. Clear instructions on this will be provided by faculty teaching at the beginning of the semester and will be shared on the D2L course page. Any questions can be directed to the faculty teaching.

- Please review the Class Absence Operating Procedure (2-205) relating to missed assessments. The procedure can be found at https://mycampus.flemingcollege.ca/group/portal/resources
- All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing unless otherwise specified by the professor. Multiple choice questions may not be returned to the student. Feedback from the tests may be given in class. The mark achieved will be recorded in GradeBook in Desire2Learn.
- If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class)
- All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented

illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided as per the Class Absence Operating Procedure (2-205). Otherwise, late assignments will be penalized 10% a day for the first 3 days. After that, assignments will receive a grade of zero.

- Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. This course may contain assessments that require successful completion in order for a pass to be obtained in the course. These assessments will be outlined in the course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

- Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

- Students have the responsibility to support academic honesty and integrity. Please see the Academic Integrity Policy & Procedure (2-201A). This document can be found on the student portal in the resources section.

- Electronic communication devices may be utilized for the purposes of classroom based work such as note-taking and research only.

- The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

- Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building and transfer credits.