

# FACULTY FINDS

## Helping Learners to Become Objective in Their Observations & Statements

One aspect of instruction that takes more than one pass, is helping learners to recognize the difference between subjective and objective statements. Here are some resources that may be helpful in building that capability.

- A great initial resource for developing the capacity to shift from subjective to objective statements is the video *The World of Children*, which explains the concepts then offers multiple opportunities to practice reframing subjective statements about preschoolers, initially, then toddlers.
- The Reframing Activities from the DEC Recommended Practice modules may be the next step in building application skills. In the supplemental Instructor Resources section, a number of the modules include reframing activities in which a brief scenario about a family, child, or situation is presented, followed by several very subjective responses to the scenario. This provides an opportunity to invite learners to reframe the subjective statements into objective statements. The modules that include Reframing Activities are:
  - #1 Interactions <https://rpm.fpg.unc.edu/instructor-area/module-1-learning-guides>
  - #2 Transitions <https://rpm.fpg.unc.edu/instructor-area/module-2-learning-guides>
  - #3 Environments <https://rpm.fpg.unc.edu/instructor-area/module-3-learning-guides>
  - #4 Teamwork and Collaboration <https://rpm.fpg.unc.edu/instructor-area/module-4-learning-guides>
  - #5 Family <https://rpm.fpg.unc.edu/instructor-area/module-5-learning-guides>
  - #7 Assessment <https://rpm.fpg.unc.edu/instructor-area/module-7-learning-guides>

In addition to content designed for broader audiences, each module has a Learning Guide with videos, activities, assignments, and ideas for embedding each module into existing coursework and field experiences.

The World of Children  
<https://vimeo.com/464053347>

Recommended Practice Modules  
<https://rpm.fpg.unc.edu/modules-list>

Instructor Areas  
<https://rpm.fpg.unc.edu/groups/instructor-area>

## Using a Rubric to Build Explicit and Intentional Content into Course Components

One effective tool to support faculty members in creating courses that explicitly address desired content across components (i.e., readings, activities, assignments) is a rubric. A course rubric that aligns with state, national, and federal priorities has recently been developed in Pennsylvania and is increasingly being used by faculty and instructors. If you'd like to learn more about what a rubric is and how it may be used, you may want to access the two videos PA made to share this information.

- Part 1 – an introduction to the rubric and discussion of the ways faculty and instructors can use it to examine and enhance the content of a specific course.
- Part 2 – how to use the rubric to support changes in a specific course through shifts in both content and instructional practices.

Another rubric example that is not state specific is viewable at <https://scriptnc.fpg.unc.edu/rubric-assessing-course-syllabus>

The PA Early Childhood Course Rubric: A Tool for Enhancing Quality, Parts 1 & 2  
<https://www.pakeys.org/get-professional-development/higher-education/>

PA Rubric  
<https://s35729.pcdn.co/wp-content/uploads/2021/01/Pennsylvania-Syllabus-Rubric.pdf>

<p><b>Free, Quality Modules from OCALI Center for the Young Child (CYC)</b></p> <p>With the goal of impacting opportunities for early childhood professionals to be well-prepared to support each and every child in inclusive settings, the CYC has created modules to help early childhood professionals build their knowledge and comfort. Each module provides a multimedia combination of information and resources packaged through online presentation. Three modules are currently available:</p> <ol style="list-style-type: none"> <li>1) <b>Responding to Trauma and Supporting Resilience</b> focuses on recognizing the signs of trauma and identifying practical strategies to build resilience along with connecting and engaging families;</li> <li>2) <b>This Child, Each Child Will Grow and Learn</b> focuses on developmental monitoring and screening tools to learn about each child’s strengths and areas of concern, effective ways to share information with families, and how to identify resources to support all children; and</li> <li>3) <b>We Can Do This, Right Where We Are</b> focuses on evidence-based strategies and approaches that create success in inclusive early care and education.</li> </ol>	<p><b>OCALI Center for the Young Child Modules</b>  <a href="https://cycsuite.org/">https://cycsuite.org/</a></p>
<p><b>Are Your Students Aware of the Impact of Racism on Development and Learning?</b></p> <p><i>Moving Upstream: Confronting Racism to Open Up Children’s Potential</i> is a new brief from the Center on the Developing Child at Harvard University. It documents how the stressors of racism impact child health and development and provides a compelling framework for new ideas about how communities, policies, programs, and funding streams might confront and dismantle inequities. The brief examines the need to go “upstream” and create policy solutions to address the source of structural, cultural, and interpersonal forms of racism.</p>	<p><b><i>Moving Upstream: Confronting Racism to Open Up Children’s Potential</i></b>  <a href="https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2021/05/HCDC_RacismBrief_FINAL3.pdf">https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2021/05/HCDC_RacismBrief_FINAL3.pdf</a></p>
<p><b>Free Resource Collections to Support Your Work</b></p> <p>Every month, Natural Resources, a curated collection of free, readily available resources on a different early childhood topic, is distributed to thousands of early childhood colleagues. Natural Resources has recently featured collections on Universal Design for Learning, Inclusion, Supporting Children Who Are Dual Language Learners, Mindfulness, Supporting Young Black Children, and other relevant topics.</p> <p>All collections are archived for easy access. If you would like students to complete assignments in which they reference evidence-based practices, these collections may be a great resource for supporting that. Similarly, if you are asking students to describe how they would individualize to support the unique needs of diverse learners, these collections may support the knowledge acquisition necessary to do that.</p>	<p><b>Natural Resources Archive</b>  <a href="https://scriptnc.fpg.unc.edu/natural-resources-monthly-newsletter">https://scriptnc.fpg.unc.edu/natural-resources-monthly-newsletter</a></p> <p><b>Want to Receive Natural Resources Each Month?</b>      To subscribe or unsubscribe, suggest resources, or get more information, please contact Camille Catlett at <a href="mailto:camille.catlett@unc.edu">camille.catlett@unc.edu</a></p>

## Ungrading

Have you ever wondered about whether grading is the most effective way to determine what students know and are able to do? So have many other people. If you'd like to learn more about this topic, consider some of these resources.

- <https://www.insidehighered.com/advice/2017/11/14/significant-learning-benefits-getting-rid-grades-essay>
- <https://www.alfiekohn.org/article/case-grades/>
- <https://thebestschools.org/magazine/eliminating-grading-system-college-pros-cons/>
- <https://www.facultyfocus.com/articles/effective-teaching-strategies/an-argument-for-grading-participation/>

Thanks, Kelly McKown, for bringing up this provocative issue.

### Now Enrolling! EarlyEdU Approach and EarlyEdU Teaching Online Courses

Available to all EarlyEdU Alliance member faculty, the **free** courses cover general best practices for teaching in an online environment, as well as lessons specific to implementing the EarlyEdU approach. Each self-paced course takes 4 to 8 hours to complete. **The EarlyEdU Approach** and **EarlyEdU Teaching Online** courses are designed to complement EarlyEdU's 30+ competency-based semester-long courses that cover the range of early childhood topics. To see a full list of available courses, please visit the public [Courses](#) page.

Not an Alliance member yet? Membership is **free** for any professional in the field of early learning affiliated with a nonprofit institution of higher education, community organization, or governmental agency. Explore the [Member Benefits](#) page to learn more about how EarlyEdU can support your professional practice.

#### EarlyEdU Alliance Courses

<https://www.earlyedualliance.org/courses/>

#### EarlyEdU Alliance Membership Benefits

<https://www.earlyedualliance.org/membership-benefits/>

### Using Children's Books to Support Identity, Equity, and Inclusion: Webinar Tuesday, August 31, 2021 2:00 – 3:00 PM EST

Please join an interdisciplinary team for a stroll down “making memory lane” where we will unpack the many ways in which children's books can play a significant role in supporting each and every child and family. In this webinar for faculty members and PD providers, presenters will explore the concepts of mirrors, windows, and sliding doors, selection criteria that enable children to both have their lives reflected and to gain insight to the lives of others. Learners will receive a new checklist for examining books for bias, offer high quality resources that share Black and Asian experiences, and share ways in which children's books can be used to enhance STEM learning. Access to books in multiple formats and languages will also be part of this look at how to build literacy and learning into an early childhood course or across an early childhood program. The webinar will be recorded and a certificate of completion will be provided upon completing the evaluation at the end of the webinar.

#### Children's Books Webinar Register at

[https://fpgcdi.zoom.us/webinar/register/WN\\_7ppQg-k4T\\_uMKEUOWDnw7w](https://fpgcdi.zoom.us/webinar/register/WN_7ppQg-k4T_uMKEUOWDnw7w)

### Quality in Digital Learning: Lessons from the Pandemic

The pandemic was, in some ways, a sneak preview of higher education's future, one in which technology-mediated and -enabled education is ubiquitous, but with the potential for deep inequities in access to high-quality learning. **This report** describes some of the ways in which higher education succeeded and fell short during the remarkable 2020–21 year of distance learning. It shares lessons learned from the pivot to online learning that can both enhance current teaching and better prepare instructors and learners for the future.

#### Quality in Digital Learning: Lessons from the Pandemic

<https://www.newamerica.org/education-policy/reports/back-to-basics/>

### A Few Words About Faculty Finds

**Faculty Finds** is distributed six times per year. Each issue focuses on early childhood content resources, instructional resources, and information about the effective preparation of early childhood and early childhood special education professionals. All resources are free. Sign up to receive Faculty Finds every other month at <http://eepurl.com/ggHi3j>

**Faculty Finds** is compiled by Camille Catlett with support from the EarlyEdU Alliance. All or part of Faculty Finds may be freely shared or copied. Past issues of **Faculty Finds** are archived at <https://www.earlyedualliance.org/modules-and-more/> To suggest resources/topics or provide feedback, please contact Camille ([camille.catlett@unc.edu](mailto:camille.catlett@unc.edu)).