FACULTY FINDS

Resources Released by NAEYC

Before releasing the new Advancing Equity in Early Childhood Education position statement, NAEYC assembled resources to support the implementation of the position statement.

- **Want to use the new position statement in your teaching/PD?** Visit this **website** to access the position statement and find separate documents on the evidence for the position, recommendations for specific early childhood audiences, and more. Here are examples of how you might use these resources.

  - Recommendations for Early Childhood Educators – Turn the recommendations into a reflection tool for students or educators. Consider a format like the one below that requires examples in addition to agreement.

Equity Reflection Tool

SELF-AUDIT	AGREE/ DISAGREE	IF AGREE, WHAT IS AN EXAMPLE OF HOW YOU DO THAT?	IF DISAGREE, WHAT MIGHT YOU TRY TO MOVE TOWARD AGREEMENT?
1. I uphold the unique value and dignity of each and every child and family.			
2. I recognize each and every child's unique strengths and support the inclusion of all children – given differences in culture, family structure, language, racial identity, gender, abilities, and economic class.			

  - Recommendations for Those Facilitating Educator Preparation and PD – Turn the recommendations into a tool you can use to reflect on your own practices.

  - Principles of Child Development – Consider ways in which you could use this list in a Child Development course. For example, might you ask students what they might do to implement each of the principles in an infant classroom? Preschool setting? Early elementary classroom?

- **Interested in NAEYC articles related to supporting equity, diversity, and anti-bias practices?** Check out the **Advancing Equity Initiative website**.

- **Want more examples of equity resources?** Email Camille Catlett for an annotated collection of equity and diversity resources, including evidence, print, audiovisual, and online options.

Advancing Equity in Early Childhood Education
https://www.naeyc.org/resources/position-statements/equity

Recommendations for Early Childhood Educators
https://www.naeyc.org/resources/position-statements/equity/recommendations-ECE

Recommendations for Those Facilitating Educator Preparation and PD
https://www.naeyc.org/resources/position-statements/equity/recommendations-facilitating-development

Principles of Child Development and Learning
https://www.naeyc.org/resources/position-statements/equity/principles-of-development

Advancing Equity Initiative
https://www.naeyc.org/our-work/initiatives/equity

HELP, PLEASE! Can you share examples of how to incorporate the equity position to camille.catlett@unc.edu? I would love to obtain and share more examples.

Preparing Your Students to Support Each and Every Child

Universal Design for Learning (UDL) is a set of practices that have been shown to be very effective for many kinds of learners, including children with disabilities, children who are dual language learners, children with limited prior experience, and children who have experienced trauma. To learn more about UDL, get ideas for activities and assignments, and access a new list of annotated resources, check out the SCRIPT-NC website. While you're there, sign up for one of four free faculty webinars in 2020.

Designing for One, Designing for All handouts, PowerPoints, and recording

https://scriptnc.fpg.unc.edu/webinar-designing-one-designing-all

The "Change-Up" in Lectures

Every once in a while, someone asks if I have a favorite resource on effective teaching. A new resource recently rolled through my inbox and it wasn't anywhere near as good as this article, which was written in 1996. Ignore the fact that it mentions old technology like overheads and just enjoy a good set of effective alternatives.

The "Change-Up" In Lectures
https://citl.indiana.edu/files/pdf/middendorf_kalish_1996.pdf

Right-Brained? Left-Brained? Or Is It All A Myth?

Faculty, instructional designers, and professional developers are susceptible to neuromyths — false beliefs about learning that arise from misunderstandings about the brain. That's the main finding of the September 2019 "**International Report: Neuromyths and Evidence-Based Practices in Higher Education**." Among the most widely believed neuromyths is that students learn best when they're taught according to their preferred learning style — visually, for example — according to the report, which is based on survey responses from about a thousand instructors and support professionals. Just over 25% of faculty correctly identified that idea as false. Other examples of pervasive neuromyths include that people can be "left-brained" or "right-brained," and that we use only 10 percent of our brain. The report includes research-backed explanations about why each of those misunderstandings is incorrect. The report recommends that colleges should "assess the awareness of neuromyths, general information about the brain, and evidence-based practices among their instructors, instructional designers, and administrators." A resource list to facilitate that process is included.

International Report: Neuromyths and Evidence-Based Practices in Higher Education
https://olc-wordpress-assets.s3.amazonaws.com/uploads/2019/10/Neuromyths-Betts-et-al.-September-2019.pdf

The Myth of Learning Styles
https://www.theatlantic.com/science/archive/2018/04/the-myth-of-learning-styles/557687/?cid=nwsltrtn&source=ams&sourceId=5019803

Four Ways to Have More Fun as a Faculty Member

Four Ways to Have More Fun as a Faculty Member – Thank you, Dina Walker-DeVose, for sharing this interesting and informative set of ideas. Please cut and paste the URL to the right if the link does not work.

Four Ways to Have More Fun as a Faculty Member
https://www.chronicle.com/article/4-Ways-to-Have-More-Fun-as-a/247387

EarlyEdU Alliance®

Do you cover **cognition and general knowledge development (math, science, logic & reasoning)** in the courses or PD you provide? Here are resources on those topics.

1. **View the syllabus for the EarlyEdU Cognition and General Knowledge: Math, Science, & Logic and Reasoning course.** Follow the directions to the right to access the syllabus, which includes links to readings and a week-by-week content calendar. To view a sampler of the content, videos, activities, and assignments in the EarlyEdU course, go to **https://earlyedu.instructure.com/courses/445** Want more?? Join the EarlyEdU Alliance as an individual to obtain access to the full course for face-to-face or online delivery. Directions for joining are to the right.

2. **Visit the Professional Development Packages section of the Multimedia Library.** Here's how.
   * Join the EarlyEdU Alliance as an individual.
   * Click on **Multimedia Resources** and follow the directions to create your Multimedia Library account. (NOTE: This requires creating an additional username and password).
   * Once your account is set, and you have landed in the Media Library, click on **Professional Development Packages**, and then click again on **Supporting Cognition** (under the **Browse Packages**). The resources in this section range from video illustrations and recorded presentations to collections of tools. The materials cover a broad range of topics (e.g., fostering children's thinking skills, math and science toolkits) and offer an excellent way to build in evidence-based content.

3. **Explore the video options in the EarlyEdU Media Library.** Select **Search Videos** and you'll see lots of options – interviews, lectures, web series, webinars, and videos. Dive into the folders to see how many choices there are, or head right to the Search feature. For example, select **Supporting Cognition** (under **Teaching Practices**) AND **Preschool** (under **Age Group**) to discover the 124 videos that match those search criteria.

View the syllabus for EarlyEdU's Cognition and General Knowledge course
o Go to the EarlyEdU Alliance website section on courses **https://www.earlyedualliance.org/courses/#courses**
o Scroll down to Cognition and General Knowledge
o Click on syllabus

Join the EarlyEdU Alliance as an individual
https://www.earlyedualliance.org/membership-benefits/

EarlyEdU members can access Professional Development Packages at
https://earlyedu.webdamdb.com/bp/#/brandguidelines/3401

EarlyEdU members can access videos in the Media Library at
https://earlyedu.webdamdb.com/bp/#/assets

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**).